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ABSTRACT

As an aid to local project staffs and constituent groups, the Teacher Corps' four Recruitment and Community Technical Resource (RCTR) Centers compiled these guidelines and resource materials for the recruitment, selection, and support of project interns. The manual's first section discusses inclusion of intern recruitment and selection in local projects' overall planning, and also gives the text of federal regulations governing Corps interns. The following three sections describe the technical assistance in recruitment, selection, and support available to local projects from the RCTR Centers, including such aids as national recruitment, local publicity advice, identification of applicants with special credentials, and help with interns' state certification. They also present guidelines for local recruitment and selection procedures, involving use of the mass media, special materials, timelines, interviewing, recruitment and selection committees, and other activities. The final section, plus three additional appendices, provide sample recruitment and selection materials from local projects and the RCTR Centers. (Author/RW)

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PROJECT MANUAL FOR RECRUITMENT AND SELECTION OF TEACHER INTERNS

WESTERN MIDWESTERN
EASTERN-SOUTHEASTERN

Recruitment and Community
Technical Resource Center

EA 013 972

Compiled and Written by the
Recruitment and Community Technical Resource Centers

Project Manual for Recruitment and Selection of Teacher Interns

Compiled and Written by the

Recruitment and Community Technical Resource Centers

Edited by
Renee Mayfield

Velma Robinson
Project Monitor

February, 1980

MANUAL
FOR THE
RECRUITMENT
AND
SELECTION OF
TEACHER CORPS
INTERNS

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FOREWORD

Teacher Corps interns play an important role in each Teacher Corps Project. The recruitment and selection of interns is one of the most important activities to be undertaken by a project. These activities should be planned and carried out collaboratively by representatives from each of the project's constituent groups.

The involvement of the Recruitment and Community Technical Resource Centers (RCTRCs) over the past ten years in providing technical assistance to projects for the recruitment and selection of interns has resulted in experiences, ideas, and information that have been compiled into this manual, Recruitment and Selection of Teacher Corps Interns. It contains a variety of information which includes regulations pertaining to interns, sample materials developed by existing Teacher Corps projects, procedures for recruiting interns, and suggestions about processes that project staffs can use to assist them in their recruiting efforts.

We hope that this manual will serve as a helpful resource to you and your staffs as you plan for and conduct the recruitment and selection of your interns.

Velma Robinson
Contract Monitor
RCTR Centers

Introduction

INTRODUCTION

Teacher interns are an important part of each Teacher Corps project. The recruitment and selection of teacher interns is one of the most important activities to be undertaken by all constitutent groups within a project. The interns are to be involved in all aspects of the project over a two-year period (years II and III). The interns participate in an internship program which includes academic study, practical classroom experience, and experience in the community. This internship program leads to a masters degree in education and state teacher certification usually at either the elementary or secondary level. Thus, decisions made in selecting of the best possible Teacher Corps interns becomes highly crucial for each project.

Teacher Corps internships provide unusual opportunities for a limited number of people to learn to serve in the education of children from low-income areas. There are very few opportunities available today where teacher candidates can receive the kind of preparation and support which the Teacher Corps Program provides. Although their numbers are small, the interns are very important in the structure of each project. Much energy is devoted to providing them with an introduction to teaching and helping them develop their potential for leadership in the future. It is imperative, therefore, that projects have available to them assistance in identifying good potential candidates who are representative of a variety of ethnic backgrounds, experiences, and linguistic capabilities.

The four Recruitment and Community Technical Resource (RCTR) Centers are contractually obligated to Teacher Corps to inform the general public of opportunities available through the Teacher Corps Program and to provide technical assistance to projects. One of the responsibilities of the RCTR

Centers is to offer technical assistance to projects for the planning and development of activities regarding intern recruitment, selection, and support. While the RCTR Centers are available to provide specific and individualized technical assistance to projects, the Centers provide a range of services to all projects nationally. An example of national support for Teacher Corps projects is the national pool of applicants maintained by the Centers for referral to all projects. The four RCTR Centers are: the Western RCTR Center, Los Angeles, California; the Midwestern RCTR Center, Detroit, Michigan; the Eastern RCTR Center, Washington, D.C.; and the Southeastern RCTR Center, Athens, Georgia. (See page 127 for states served and addresses.)

Throughout the past ten years, the RCTR Centers have established systematic procedures relating to the recruitment and selection of interns. These procedures include: performing general recruiting for the formation of a national pool of teacher interns; performing specialized recruiting for unique local project needs; establishing standard procedures for transmitting application credentials among the RCTR Centers; assisting projects with the development of intern selection criteria, procedures, and activities; and providing intern support services. All of these activities have been defined, refined, and constantly upgraded by RCTR personnel in collaboration with the Teacher Corps Washington Office and local project personnel.

The RCTR Centers have prepared this manual, Recruitment, Selection, and Support of Teacher Corps Interns, to assist Teacher Corps projects with familiarizing themselves about requirements concerning recruitment processes, selection processes, and intern support activities.

Information about services which the RCTR Centers provide in these specific areas is included so that:

- ° projects can be aware of the RCTR Centers' resources for the planning of local recruitment efforts available from the RCTR Centers;
- ° projects can utilize the Centers' services more efficiently and effectively;
- ° projects can adapt or adopt processes and examples described and use them in their project sites.

Suggestions are also included which will help projects in local planning or recruitment, selection, and support even if they choose not to utilize the RCTR Centers' resources.

Section I - "Planning with Information" emphasizes the importance of planning the intern recruitment and selection process as an integral part of the overall project planning and management design. This section also includes the Teacher Corps Program outcomes and program elements as well as intern regulations found in the Teacher Corps Rules and Regulations (1978).

Section II - "Recruitment" (1) describes RCTR Center technical assistance activities for recruitment of interns; and (2) offers suggestions for projects in planning local recruitment activities.

Section III - "Selection" (1) describes the role of the RCTR Centers in providing technical assistance support to projects as they plan and design intern selection procedures and processes, and (2) suggests alternative designs concerning the local project selection process.

Section IV - "Intern Support Services" provides a brief description of the intern support services available from the RCTR Centers and suggests ideas for intern support activities that projects may wish to consider for their own planning.

Section V - "Project '78 Samples" provides examples of procedures, forms, and processes used by several '78 projects in the recruitment and selection of interns.

The Appendixes include samples and examples of:

- National recruitment materials
- Application and referral materials
- Local project announcements

If any of the ideas or procedures contained in this manual need further clarification or elaboration, please contact the staff at your regional RCTR Center or the RCTR Contracts Monitor in the Washington Office. The RCTR Centers hope your project will be further enhanced by this information.

SECTION I

General Information

Planning with Information

Training interns is a major objective of the Teacher Corps Program and an integral part of every Teacher Corps project. While intern training programs must be in accordance with Teacher Corps regulations as well as with state and local requirements, the basic design of an individual intern training program is determined by local project objectives. The success of that design is largely dependent on the project's long-term-planning.

Although interns do not become actively involved in the project until the second and third years of the five-year project, the success of the intern program is contingent upon preliminary planning for their activities in the early stages of project development, long before they are recruited, selected, and hired. A project proposal outlines the basic design and objectives of the intern training program. However, it is the responsibility of project constituencies, during the planning year, to further develop the training design and to plan specific activities to accomplish project objectives. Since each project is a collaborative partnership among the participating university, local school system, and community, representatives from each of these groups must come together to plan the intern program, as well as other programmatic activities of the project.

Planning the overall intern program involves planning three distinct, sequential phases: the recruitment phase, the selection phase, and the training phase. Though each phase is a distinct component, all are interrelated, requiring an integrated planning approach, rather than an isolated one.

Before a project group begins planning specific intern recruitment and selection activities, it must first determine the specific goal(s) of the

intern program by defining the type of teachers the project constituencies expect to emerge from the training program. Factors that influence a project planning group's definition of teacher characteristics include the school district's projected needs for teachers, unique characteristics and needs of the community, and the objectives specified in the project proposal. Once teacher characteristics have been defined, the project planning group can proceed with planning the selection and recruitment procedures. The definition of teacher characteristics influences not only the criteria established for intern selection, but selection procedures as well. This definition also influences decisions regarding recruitment procedures by enabling a project to target the specific populations it wishes to recruit actively. Therefore, it is highly ineffective, if not impossible, to plan any of the intern program components separately. A project's planning and management procedures should reflect the interrelatedness of all activities, from intern recruitment to intern graduation, as well as integration with other programmatic activities of the project.

Before any collaborative planning is initiated, it is important that all persons involved have a common understanding not only of the project proposal but also of the regulations relating to the purpose, basic outcomes, and five-year structure of the Teacher Corps program. In addition, an awareness of the regulations that relate specifically to the intern program is crucial. To highlight this information in a form which is easily accessible, certain basic information regarding the Teacher Corps program has been summarized from the February 23, 1978, Federal Register, "Rules and Regulations." Also included are the regulations relating specifically to interns, along with quotes from the "comment" and "response" section.

Basic Information from the Teacher Corps Rules and Regulations
(Federal Register, February 23, 1978)

Purpose:

The purpose of the Teacher Corps Program is to strengthen the educational opportunities available to children in schools having concentrations of low-income families; to encourage colleges and universities to broaden their programs of teacher preparation; and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel.

Basic Outcomes

Each project must be designed to achieve the following outcomes:

- An improved school climate that fosters the learning of children from low-income families.
- An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low-income families.
- The continuation of educational improvements (including products, processes, and practices) made as a result of the project, after federal funding ends.
- The adoption or adaptation of those educational improvements by other educational agencies and institutions.

Key Program Features

The key program features stated in these Rules and Regulations include:

- Education that is multi-cultural;
- Diagnostic/Prescriptive teaching;
- Integrated pre- and in-service training designs;
- Field and community-based training;
- An elected community council;
- A representative policy board; and
- A collaborative mode of operation involving the associated institution, communities, and other interest groups.

Major Project Phases

- Year I - Developmental Activities
- Year II and III - Operational Activities (pre- and in-service training)
- Year IV - Institutionalization Activities
- Year V - Adaptation of program features by other schools, universities, and other educational agencies.

Teacher-Intern Regulations

"Teacher-intern" describes a person who has been recruited to serve in a Teacher Corps project, who has a bachelor's degree or its equivalent, with or without a teaching certificate, but who has not had full-time, paid teaching experience. However, a person who has completed two or more years of a program for which credit was given toward a bachelor's degree may serve as a teacher-intern if there are not enough teacher-intern candidates who have bachelor's degrees.

*172.40 Initial developmental year.

During the first year of a project:

(a) The project must be developed and organized;
(b) The community council must be elected;
(c) The team leader must be hired;
(d) The teacher-interns must be recruited; and
(e) Any revisions of the objectives adopted under *172.61-172.65 must be planned and developed.

This period may be less than a year if these functions can be completed within a shorter time.

*172.43 Institution of higher education functions.

An institution of higher education may perform the following functions under its grant:

(a) Recruiting, selecting, and enrolling Teacher Corps members.
(b) Training Teacher Corps members.
(c) Paying the administrative and secretarial costs of the community council.
(d) Paying the costs of project administration, including planning, documentation, evaluation, and dissemination.

*172.44 Local educational agency functions.

A local educational agency may perform the following functions under its grant:

(a) Recruiting, selecting, and enrolling Teacher Corps members.
(b) Training Teacher Corps members.
(c) Paying the compensation of Teacher Corps members.
(d) Paying the compensation for released time for educational personnel while in training, within the limitations in *172.92.
(e) Paying the administrative and secretarial costs of the community council.
(f) Paying the costs of project administration, including planning, documentation, evaluation, and dissemination.

*172.46 Pre-service and in-service training.

Training under this part must include pre-service training for teacher-interns and in-service training for other educational personnel employed by the project schools.

*172.47 Training Program for Teacher-Interns.

(a) The training program for a teacher-intern must be developed by the project director in consultation with the team leader and the institution of higher education which provides the training.
(b) The training must include:
    (1) Practical classroom experience in each of the project schools;
    (2) Academic study; and
    (3) Practical experiences and training in the community served by the project.

(c) The practical classroom experience of a teacher-intern may not average more than one half of each school day during the period of his or her internship.

(d) Training may also be provided in a pre-school, early childhood setting if that training is consistent with the objectives adopted under **172.61-172.65.

Comment.
A commenter suggested that the regulation allow more flexibility to local projects in assigning practical classroom experience for teacher-interns.

Response.
Section 172.47 of the regulation already permits local flexibility in assigning teacher-interns classroom experience. However, *172.47(c) is changed to make the one-half day school experience requirement an average over the two year internship (permitting fewer classroom hours during the first school year and more hours during the second school year.)

*172.48 Graduate level training for teachers and teacher-interns.

Training for teachers and teacher-interns who have a bachelors degree must be at the graduate level. Training for teacher-interns who do not have a bachelor's degree may be at the undergraduate level.

Comment.
Several commenters requested that the regulation be changed to permit persons who do not have bachelors degrees to serve as teacher-interns and to permit these persons to receive undergraduate training. The commenters requested this change because of the unavailability of teacher-intern candidates with bachelors degrees in some localities.

Response.
Teacher Corps recognizes that there may be local situations where there are not enough teacher-intern candidates with bachelors degrees. Therefore, the definition of "teacher-intern" is changed to permit a person who has completed two or more years of a program for which credit was given toward a bachelor's degree to serve as a teacher-intern if there are not enough teacher-intern candidates who have a bachelor's degree. If a project seeks to include persons who do not have bachelor's degrees as teacher-interns, the local educational agency must provide a certification under *172.124(f). Section 172.48 of the regulation has been changed to permit teacher-interns who do have a bachelor's degree to receive undergraduate training.

*172.49 Degree and certification for teacher-interns.

Training must be designed so that a teacher-intern begins his or her internship three months before the beginning of the second school year of the project and has the opportunity to complete the internship, and receive a degree and a teaching certification by the end of the third school year of the project.

Comment.
Several commenters suggested that team leaders and teacher-interns be employed before the start of the second project year, to provide more pre-service training for teacher-interns.

Response.
Under *172.40 team leaders must be hired and teacher-interns recruited and selected during the initial developmental year. However, to provide for a pre-service training period, *172.49 is changed to require that teacher-interns begin their internships three months before the start of the second school year of the project.

*172.50 Field and community-based training.

Training of Teacher Corps members must be primarily field based and carried out in the community served by the project.

*172.80 Educational personnel, teacher-interns, and volunteers.

The following persons are Teacher Corps members:
(a) Teachers and other educational personnel who are employed by a project school;
(b) Volunteers who serve as part-time tutors or full-time instructional assistants in project schools; and
(c) Teacher-interns.

*172.81 Number of teacher-interns.

(a) Each project must include at least four teacher-interns.
(b) Each project may include up to one teacher-intern for each five teachers in the project schools if the local educational agency will employ all teacher-interns who complete their internships.

Comment.
One commenter asked if team leaders must be employed full-time by the project.

Response.
Team leaders will normally be employed by the project on a full-time basis, since they are expected to participate fully in project activities including supervising teacher-interns. However, there may be exceptional local circumstances in which this is not possible, so employment on less than a full-time basis is permitted.

Comment.
One commenter asked whether each team must spend a portion of the internship in each project school where there are multiple teacher-intern teams in the project.

Response.
Section 172.83 of the regulation requires teacher-intern rotation so that each teacher-intern will have experience in all educational levels represented in the project schools.

*172.84 Teacher-interns may not replace teachers.

(a) A grantee may not use a teacher-intern to replace, or carry out the functions of a teacher who is or would otherwise have been employed in a project school.
(b) A teacher-intern may not be used as a substitute teacher.

*172.88 Teacher-interns' compensation during their term of service with the project.

(a) The local educational agency shall compensate a teacher-intern during each period he or she serves in the project schools at a rate of $150 per week, subject to paragraph (c) of this section.
(b) This compensation must include an additional $15 per week for each dependent who receives more than half of his or her support.
(c) The total compensation paid to a teacher-intern under paragraphs (a) and (b) of this section may not exceed the compensation paid to a beginning teacher employed by the local educational agency for comparable periods of time.
(d) A local educational agency shall use funds under its grant to pay up to 90 percent of the compensation paid under this section.

Comment.
One commenter suggested that the regulation be changed to limit the total compensation paid to teacher-interns to the salary of a beginning teacher.

Response.
In order to recognize locally established salary policy, *172.88 is changed to limit total teacher-intern compensation (including stipend and dependent allowance) to not exceed the salary of a full-time beginning teacher.

Comment.
Several commenters requested clarification of the responsibility for paying stipends and compensation to the teacher-interns.

Response.
It is intended that teacher-interns receive continuous stipend employment or compensation from the time of entry into the project to the time of completion of the internship. The stipend must be paid during the summers during the internship.

Comment.
One commenter asked if the local educational agency's contribution (10%) to teacher-intern compensation under *172.88 may be "in kind" rather than in money.

Response.
It is the intent *172.88 that teacher-interns be compensated money. This has been the continuing policy of Teacher Corps.

*172.89 Teacher-intern training stipends.

(a) The institution of higher education shall pay a training stipend at $150 per week to each teacher-intern during each period he or she receives training at that institution. The institution of higher education may not pay this stipend during the periods when the teacher-intern serves in the project schools.
(b) The training stipend must include an additional $15 per week or each dependent who receives more than one-half of his or her support from the teacher-intern.
(c) An institution of higher education shall use funds under its grant to pay up to 100 percent of the cost of the amounts paid under paragraphs (a) and (b) of this section.

*172.90 Teacher-intern and team leader medical insurance.

(a) The grantees shall provide teacher-interns and team leaders the medical insurance coverage (including hospitalization) during their participation in a project.
(b) Dependents who receive more than one half of their support from a teacher-intern must be included in this insurance coverage.
(c) A grantee which provides this medical insurance coverage shall have funds under its grant to pay up to 100% of the cost of the insurance.

Comment.
One commenter asked whether teacher-interns and team leaders should receive fringe benefits in addition to medical insurance.

Response.
No change is made in the regulation. In order to recognize locally established policies and circumstances, this is left for determination at the local level.

*172.94 Travel expenses of Teacher Corps members.

(a) The grantees shall pay, subject to paragraph (b) of this section:

(1) The necessary travel expenses of Teacher Corps members and their dependents;
(2) The necessary expenses for transportation of the household goods and and personal effects of Teacher Corps members and their dependents; and
(3) Other necessary expenses of Teacher Corps members and their dependents which are directly related to their service in the project, including readjustment allowances proportionate to that service.

(b) A teacher-intern whose last permanent address before coming to a project is outside the community served by the project, shall be paid:

(1) By the institution of higher education for his or her necessary travel expenses to the project (by the least expensive common carrier or by private automobile subject to any institutional rules on reimbursement for mileage); and
(2) By the local educational agency for:
(i) The necessary travel expenses of teacher-intern dependents to the project (by the least expensive common carrier or by private automobile subject to any agency limits on reimbursement for mileage); and
(ii) The necessary expenses for shipment to the project of up to 11,000 pounds of household goods and personal effects owned by the teacher-intern or his or her dependents.

Comment.
One commenter suggested that the regulation be changed to permit travel and transportation payments only to teacher-interns rather than all Teacher Corps members.

Response.
No change is made in the regulation. Travel expenses for any Teacher Corps members, including regular teachers, may be necessary.

Comment.
One commenter suggested reducing the 11,000 pound restriction under *172.94 (b)(ii) to 6,000 pounds.

Response.
This suggestion is not adopted since the 11,000 pound allowance is used in similar Federal programs.

*172.109 Youth advocacy teacher-intern training.

In addition to the training required under *172.47 (training program for teacher-interns), a youth advocacy project must include teacher-intern training in a correctional facility where youths are:

(a) Incarcerated; or
(b) Having problems adjusting to traditional educational programs;
(c) Preparing to return to the school-community environment.

SECTION II

Recruitment

Recruitment of Interns

In planning the recruitment of prospective Teacher Corps interns, project personnel should be aware of all available resources, at the local level as well as the national level. Although each project's recruitment efforts will be based upon the intern criteria established by the local project, project personnel may also wish to use the technical assistance services provided by the four regional RCTR Centers. This section of the manual provides an overview of the RCTR Centers technical assistance activities and the planning of local recruitment activities.

RCTR Center Recruitment Technical Assistance Activities

The RCTR Centers are under contract to the U.S. Office of Education (DHEW) to provide technical assistance to the National Teacher Corps Office and to local projects in two basic areas: (1) recruitment support and (2) community support. The recruitment technical assistance provided by each center includes a broad array of services. These services, which will be described in more detail include: (1) informing the general public about opportunities available in Teacher Corps; (2) establishing a national pool of intern applicants for referral to local projects; and (3) providing individualized technical assistance to local projects in their planning of recruitment, selection, and support of interns.

Informing the General Public

In an effort to inform qualified persons of Teacher Corps opportunities and to recruit qualified persons from diverse backgrounds, the four RCTR Centers annually conduct a national recruitment campaign. During this campaign, the RCTR

Centers disseminate materials and information about Teacher Corps throughout the nation through media, college placement offices, and a variety of other organizations. Radio and television stations are requested to air public service announcements. College placement offices and other organizations are sent materials which include Teacher Corps posters, fact sheets, and other descriptive materials for display. The RCTR Centers also send out a packet of Teacher Corps materials to persons who inquire directly about Teacher Corps. These packets includes a Teacher Corps fact sheet, application materials, and the Descriptive Program Listing (DPL). The DPL describes project characteristics and locations; ethnicity of children served; the schools involved; any special intern requirements; the degrees and certification levels that can be earned in the training program; and qualifications for admission. The DPL thus serves a dual function: it is a tool through which each project may inform candidates of the requirements for acceptance and the opportunities available in each project; and it is a detailed description through which candidates may determine the projects for which they would like to be considered. (See Appendix A for DPL samples and samples of other materials disseminated by the RCTR Centers.)

Establishing a National Pool of Intern Candidates

In response to the national recruitment campaign, the RCTR Centers receive hundreds of applications from individuals who wish to be considered for an internship. Each of the RCTR Centers screens and processes applications to determine if applicants meet the following requirements:

- (Accepted applicants must have earned a bachelor's degree prior to the training year [second year] of a Teacher Corps project.)
- No prior paid, full-time teaching experience as a regular teacher (this does not include student teaching or substitute teaching);

- An overall grade point average of at least 2.0 on a 4.0 point scale;
- United States citizenship or a permanent residence with permanent visa;
- No prior Teacher Corps internship;
- A mature, self-directed attitude, and a capability of showing understanding of children from varying backgrounds; and
- An interest in a career in educating children from low-income areas.

After applications have been screened and processed, they are "transmitted" among the four RCTR Centers, forming a national pool of applicants. Each Center then "refers" applications to the appropriate projects for their consideration. If project staffs are aware of the applications screening process used by the RCTR Centers, they will be able to enhance their utilization of the national pool. In addition, projects may adapt these procedures for use in their local recruitment efforts. Therefore, samples of forms and letters used in the national application, transmittal, and referral process are included in Appendix B. RCTR Centers complete the following steps in processing applications:

- Receive and acknowledge applications;
- Screen applications for completeness and for eligibility;
- Establish and maintain an application file;
- Complete reference check on applicants;
- Prepare an application summary; match applications to project requirements;
- Prepare application summary for each eligible applicant;
- Refer eligible candidates to local projects based on project requirements;
- Transmit candidate application summaries to other centers;
- Notify candidates of referral to projects and transmittal to other centers; and
- Follow-up on local project action on candidates as well as provide assistance as requested.

Providing Technical Assistance to Local Projects

RCTR Centers provide general technical assistance (i.e., recruiting and maintaining a national pool of qualified applicants) to Teacher Corps projects across the nation. However, a project may request specific technical assistance in the development of its local recruitment efforts. The type of technical assistance RCTR Centers deliver depends upon the specific requests of a project. Traditionally, RCTR Centers have provided individualized technical assistance for a number of tasks, including (but not limited to):

- Planning of overall recruitment efforts;
- Development of publicity materials;
- Identification of resources to be used in recruitment efforts; and
- Recruitment of candidates with special backgrounds.

Projects desiring specific assistance in the recruitment of interns should contact the regional RCTR Center serving their geographic area. (See RCTR's listing of assigned states on page 127.)

Project Planning for Local Recruitment

In planning intern recruitment, a local project may elect to use the technical assistance services available through the RCTR Centers or may prefer to depend totally upon local resources. Regardless of a project's choice of assistance services, there are considerations that can enhance the recruitment process at the local level and that all projects should be aware of. The first step is to determine who is to be responsible for the recruitment process. A project should establish a recruitment committee.

A recruitment committee should have responsibility for planning and implementing specific recruitment activities. It is important to reiterate that planning recruitment activities, only one phase in the development of a sound project design, should be an integral part of the project's entire collaborative planning process. The recruitment committee should be representative of all project constituencies and should include persons with specific skills and experiences, particularly persons who have worked with the media and other areas of publicity.

An effective recruitment campaign, as with any task or activity, is enhanced by systematic planning. Although it is assumed that the recruitment committee will follow a systematic planning process, the following suggestions may be helpful to the project and the recruitment committee in the development of recruitment procedures.

Target Population

One of the first tasks of the recruitment committee is to determine the target population for whom the recruitment campaign will be designed. This can be largely determined by considering the criteria for intern selection, such as academic, ethnic, geographic, and experiential characteristics, as defined by the project planning group. (See Section I) These criteria will enable the committee to focus its recruitment efforts on the special populations it wishes to attract. When the target populations have been identified, the committee can then determine the most effective methods for informing the particular population of the availability of internships.

Media Utilization

The media is one of the most effective tools for informing large populations of people about the availability of internships. Radio and television stations will usually provide a free service called public service announcements (PSA). For public service announcements requests, the project should submit internship announcements that range from 5 to 30 seconds in length. This will enable the station to select announcements based on the amount of air time they have available. Stations usually require that public service announcements be submitted at least thirty days prior to their airing. In selecting stations to air public service announcements, the recruitment committee should consider the primary audience served by those stations and the viewing and listening habits of the target population.

Newspapers are another source of publicity available to projects. Local papers, as well as college campus papers are often willing to print announcements, though there is occasionally a charge for this service. It may be possible to get a newspaper to print an article about the local Teacher Corps project and include information about intern vacancies and requirements in the story. In contacting newspapers for publicity, the committee should focus on the newspapers which are read by a majority of the target population.

Special Materials

The recruitment committee can develop special project materials such as flyers, posters, and brochures to further publicize the project and the availability of internships. These materials, along with application materials, should be disseminated to college placement offices, special interest gorups, and other

organizations and locations such as shopping centers, and supermarkets that have access to members of the target population. (Appendix C contains samples of materials developed by projects to announce internships.)

Timelines

When the recruitment committee has established the basic plan for the project's recruitment campaign, a timeline should be developed for completion of the various tasks. Consideration should be given to the length of time needed for airing public service announcements and running newspaper advertisements. The committee should also determine a cut-off date for accepting applications before start of selection procedures.

The recruitment process can be a time consuming procedure that can conceivably require much attention. With the use of systematic planning procedures, a project's recruitment campaign should result in an increased number of applicants from which to select interns. Section III describes some considerations for planning the intern selection process.

In response to inquiries stemming from local recruitment efforts, projects should adopt procedures that insure that applicants receive prompt response and accurate information concerning their selection potential and timelines for interviews and selections.

SECTION III

Selection

Considerations for Selection

The selection of interns is a local project responsibility. The process by which interns are selected should be outlined in the proposal's description of the project's intern program design. As with other project responsibilities, collaborative planning of intern selection procedures will enhance the overall success of a project's intern training program. Knowledge and awareness of all available resources, both at the local and national level, are essential to this planning process.

Although selection procedures will be determined by each local project, technical assistance services are available from each of the four RCTR Centers. This section of the Recruitment and Selection Manual provides: (1) an overview of the RCTR Centers' technical assistance activities; and (2) suggestions and information that will assist projects in planning their local selection procedures.

Intern Selection Technical Assistance Services Available from the RCTR Centers

Among the services available from the RCTR Centers are support activities that assist projects in designing intern selection procedures. The exact nature of RCTR services extended to local projects depends largely on specific project requests. Traditionally, the RCTR Centers have provided technical assistance services for intern selection in the following areas:

- Identifying superior candidates (through the national pool);
- Identifying candidates with special credentials (through the national pool);
- Providing information and assistance to help projects plan the selection process;
- Identifying and sharing materials, examples, and models that may be used in the selection process; and
- Providing information regarding alternative selection processes.

The first two services in the preceding list are provided to all projects through the referral of applicants to projects from the national pool. The remaining three services are provided to projects on an individual basis; these services are further described in this section. The information, suggestions, and examples in this book can be adapted to fit the unique needs of each project. Projects desiring additional technical assistance services are encouraged to contact the RCTR Center serving its regional area.

Project Planning of Intern Selection Procedures

As emphasized previously, the intern selection process should be included in a project's collaborative planning process. Because of the relationship of a project's intern selection process to its recruitment procedures and the entire intern training program, the selection strategy should be planned as an integral part of the overall intern program design. Basic factors that may influence this design and the criteria for intern selection are:

- The school district's and community's projected needs for teachers (short-and long-term);
- The local goals and/or objectives specified in the project proposal;
- Specific requirements of the participating college or university; and
- Special requirements of the state department of education.

While the selection procedures adopted by projects will vary according to local circumstances, there are certain basic steps that each project should consider. These steps are:

- Determining who will be responsible for insuring that the selection process is implemented according to project plan;

- Identifying personnel who will be responsible for screening applications, interviewing applicants, and recommending applicants for final selection; and
- Determining the specific activities and process(es) that will be used for intern selection;

Careful consideration should be given to each of these steps. Some general information as well as suggestions about each of them are discussed in this section.

Responsibility for the Selection Process

An individual or group representative of the project staff should be designated to be responsible for overseeing the intern selection process. The leader of this group may be the team leader, the program development specialist, project director, or some other staff role. Any combination of these individuals also may be designated to share this responsibility. The person(s) who become responsible for this task must have the time and energy necessary to coordinate effectively the collaborative involvement among all project partners. The leader(s) should possess certain skills that will enable them to work effectively with a cross section of persons from the local education agency (LEA), institute of higher education (IHE), and community; with parents and nonparents within the Teacher Corps site school community; and with all partners in planning and implementing the collaborative group process tasks.

Composition of the Selection Group

Each project has the option to choose the group configuration it will use as plans are made for the selection of interns. Of primary importance is

the careful deliberation and consideration of the skills and experiences of each individual, which will contribute to an effective selection group. It is of critical importance that the group, designated to oversee the selection process, be representative of the populations being served by the project.

Regardless of the process, group members should be knowledgeable and understanding of the following:

- Community needs and aspirations;
- The four Teacher Corps Program outcomes;
- Local project needs, goals, and objectives;
- Teacher Corps regulations that refer to interns;
- University requirements for admission to graduate programs; and
- Requirements for state certification.

The following persons should be considered for membership in the selection group:

- Representatives from the community, including parents whose children will be served by the Teacher Corps project, and nonparents who live in the community;
- Representatives from the school district(s), site school(s), and perhaps teacher organizations and/or unions;
- Representatives from the Teacher Corps project staff;
- Representatives from the participating college or university;
- Representatives from the Teacher Corps project community council or other school councils in the district;
- Representatives from the Teacher Corps project policy board; and
- Representatives from community service agencies, with special consideration given to any agencies that have a special commitment to the Teacher Corps project activities (youth advocacy agencies).

Determining Specific Activities and Processes

Once the type of candidate to be sought has been defined, detailed selection process activities should be planned and a timeline for implementing those activities developed. In planning and developing those activities, the selection group should:

- Determine the cost of the selection process and actual money available;
- Identify persons possessing special skills for specific tasks;
- Set up timelines;
- Determine criteria by which applicants will be judged;
- Determine the interview process;
- Determine pre-interview materials for applicants;
- Determine final authorization (hiring) process;
- Inform chosen applicants of their selection; and
- Inform unsuccessful applicants of their rejection.

Many other tasks will need to be scheduled and assigned, but those shown in the preceding list are a few that are basic. It is important to emphasize that all individuals and/or groups involved in the selection process should be given appropriate orientation and training to insure that they assess each candidate in an accurate, knowledgeable, nonbiased fashion.

Orientation for Interviewers

After a project has finalized its selection process plan and is actively seeking candidates, it should familiarize persons designated to screen and review applicants with the process of interviewing. It is of utmost importance

that each eligible candidate's application be given fair and equal consideration based on the candidate's background and experiences. Those candidates who are eventually identified for a personal interview also should be considered systematically and equally. As projects plan interviewing procedures, there are a number of areas of concern that should be considered.

Members of the interviewing committee should be aware of all aspects of the Teacher Corps Program and the objectives of the local project. An orientation preparing interviewers for the selection task could include information about the following:

- The History and Regulations of the Teacher Corps program;
- The Teacher Corps Project's proposal and program goals;
- The participating college or university's services;
- The project's staff roles and how these staff roles relate to the school, community, and university;
- The school system's personnel policies and procedures;
- Benefits, compensation, and other services that will be provided for the interns;
- Specific program requirements or daily routine requirements that will be expected of the interns;
- The role and responsibility of the team leader; and
- Housing availability for the interns and any restrictions that require interns to live within a specific community.

For members of the interviewing committee who are not familiar with the Teacher Corps Program, the schools, or participating university, it may be advisable to plan an orientation that will allow them to tour the university, school sites, and surrounding communities with a project member who is familiar with these areas.

During the orientation or prior to the actual interviewing, the selection group should discuss the criteria for evaluating candidates. This discussion should center around considerations of:

- The applicant's education background;
- The applicant's professional and personal experiences;
- The applicant's personal characteristics;
- The applicant's commitment to the teaching profession; and
- The applicant's flexibility and mobility.

Interviewing

The interview constitutes an exchange of information between the interviewing committee and the applicant. The project must decide on the interview format or combination of formats that will be used. The interview may be formal, informal, directive or nondirective. The following information includes some key aspects of structured, semi-structured and nonstructured formats:

The Structured Interview

- Questions should be prepared in advance;
- Questions should be in a prearranged sequence;
- The interview should follow a standard format;
- Responses to questions should be in the form of forced choices;
- Responses are to be recorded literally.

When using the Structured Interview process note that:

- It limits a candidate's flexibility in responding to questions;
- It limits participation and interaction by the interviewer(s);

- The free exchange of information between the interviewee and the interviewer(s) is prohibited;
- "Natural" behavior is inhibited; and
- Forming a true assessment of the interviewee is hindered.

The Semi-Structural Interview

- Major question areas are prepared in advance;
- Interviewer(s) has flexibility to ask probing questions within the limits of the general questioning areas; and
- Interviewee has the opportunity to interpret and explain his or her responses.

When using the Semi-Structured Interview process note that:

- This process allows interviewer(s) to probe the interviewee in areas that may suggest future performance capabilities;
- This process facilitates the exchange of factual information;
- This process allows assessment of the interviewee's personality and oral skills are facilitated; and
- This process allows control of the interview process while not restricting the exchange of information.

The Unstructured Interview

- Areas of questioning are not prestructured.
- Interviewer(s) are free to use a variety of interviewing styles;
- It is a free-flowing process.

When using an Unstructured Interview process note that:

- It allows for modifying questions and techniques that suit interviewees as individuals;
- It allows the interviewer(s) flexibility to explore situational changes that may arise during the interview;

- Participation of the interviewee may be hindered by the interviewer(s) (in the absence of a predetermined questioning sequence);
- The applicant could become neglected entirely should the interviewers move to engage in closed discussions; and
- The applicant may find it difficult to determine the kind of information the interviewer(s) are seeking.

Once members of the interviewing committee have completed orientation and an interview schedule has been established, the committee may want to agree on an interviewing format. Such a format can be used as an agenda during the interview that keeps interviewers on target. Among the items to consider when planning this format are:

- Welcome and introductions;
- Presentation on the background of Teacher Corps;
- A description of the internship program, which could include:
  - Responsibilities and expectations of interns;
  - A definition of the team leader role and its relationship to the internship; and
  - A review of any special requirements that interns will be required to fulfill;
- Information about the stipend and how it will be distributed;
- A summary of benefits and services that will be available to interns, which could include:
  - health insurance;
  - life insurance;
  - retirement;
  - credit union (if eligible); and
  - recreation - availability of sports facilities, etc;

° A review of other important information such as:

. Housing;
. Transportation availability;
. Availability of public parking facilities;
. Procedures for securing identification card;
. The identification of holidays;
. Eligibility for vacations;
. Leave of absence policies;
. Policies governing absences, excused and unofficial;
. Procedures for reporting and handling accidents;
. Reporting and handling on-the-job injuries;
. Grievance procedures;
. Physical examination requirements;
. Availability of telephone services at the university or in the school sites;
. Policies governing telephone use;
. Mail services; and
. The availability of newspapers, magazines, etc.;

° The conclusion of the interview, which may include:

. A discussion of professional benefits gained as a result of the Teacher Corps internship;

. Highlights of the participatory aspects of the internship, e.g., involvement with the community, university personnel, school system personnel, and other professionals; and

. A discussion of the role of the intern as one that can be beneficial for students from low-income communities.

° Provision of specifics regarding further contact and how follow-up contact with the applicant will be made. Inclusion of the expected dates that preliminary or final decisions will be made.

General Interviewing Considerations

What ever interview method is chosen for use by the selection group, the interviewing committee should keep several points in mind. Some of the most important points to remember include:

° Keeping the purpose of the interview intact and following the interview agenda;

° List on to the applicant;

- Allowing the applicant time to respond to questions;
- Allowing all panel members time to ask questions;
- Avoiding prejudgment of the applicant based on initial or preconceived impressions or perceptions;
- Preparing a balance of personal questions that will enable interviewers to receive information needed to develop a good sense of the applicant's goals and skills;
- Maintaining the interview in a relaxed atmosphere, but not so much as to allow the applicant to assume control of the interview;
- Organizing materials prior to the interview in order to avoid confusion and delays during the interview; and
- Avoiding tactics that may hinder the exchange of information and prohibit efficient and honest responses from the applicant such as glaring at the applicant, refusing to look directly at the applicant when asking questions, or whispering among panel members.

Major criteria that should be considered when evaluating candidates includes the applicant's:

- Education background;
- Professional and personal experiences;
- Personal characteristics;
- Commitment to the teaching profession; and
- Flexibility and mobility.

After all candidates have been reviewed and selections made, it will be important that projects notify all applicants, whether recruited locally or through one of the Recruitment Centers, of the disposition of their application and whether or not they were selected. When considering candidates it is recommended that alternate candidates be identified and possibly interviewed in case all first choice interns become unavailable.

SECTION IV

Corpsmembers Support Service

Support Services for Interns

To insure maximum effectiveness of the intern training program as a part of a project's demonstration, appropriate support services should be provided for interns from the date of hiring throughout the two-year internship period. While each project should plan appropriate intern support services, additional support services are available through the RCTR Centers.

The RCTR Centers have historically provided information regarding: (1) the rights and responsibilities of interns; (2) state certification considerations; (3) employment opportunities for graduating interns; and (4) personnel support for interns. The RCTR Centers have extended these services either directly to the interns themselves or through local project staffs.

Rights and Responsibilities of Interns

The RCTR Centers provide information and counseling services to project personnel and interns regarding the rights and responsibilities of interns. In addition, the RCTR Centers provide projects with copies of the Teacher Corps publication, What Every Intern Should Know about Teacher Corps in Alphabetical Order. This handbook presents information about various aspects of the Teacher Corps program and gives interns specific information in such areas as leave time, tax on stipends, grievance procedures, travel payment, etc.

The local project can expand the interns' knowledge of rights and responsibilities by preparing additional materials to familiarize them with local school district policies, university policies, and the project and community in general. The following list includes suggested information and materials that a project might consider including in an intern orientation packet.

PROJECT DESCRIPTION

- Names and addresses of Teacher Corps project staff and other persons integrally involved with the Teacher Corps project, i.e., site school staffs, school district staff; IHE staff; community council members;
- Subject matter and grade levels to be taught;
- Special characteristics (bilingual, youth advocacy. etc.);
- Degree and certification to be earned;
- Full description of the teacher internship program, including a copy of the project proposal and second year amendments, project objectives, assessment procedures, and the deselection process; and
- Documentation of the Teacher Corps project's planning year (project year 1) activities.

LOCAL EDUCATION AGENCY AND COMMUNITY

- Description of the schools and the communities where interns will work;
- Information on the community (brochures, demographic data, maps, etc.);
- Required LEA application and other forms;
- Policies of the LEA (local school district handbook); and
- Information on the local teacher organizations, unions, or other groups.

PARTICIPATING UNIVERSITY

- University catalog and descriptive brochures;
- Formal application and other required university forms; and
- The course of study for interns, i.e., a schedule or list of courses that interns will be required to take.

OTHER INTERN CONCERNS

- When and where interns report to the project;
- Accurate salary information (including date of first pay check);
- Health insurance information (i.e., type of coverage, date coverage begins);
- Information on arrangements for travel and moving expenses; and
- Cost of living, local transportation, and housing situation.

State Certification Requirements

Teacher Corps regulations state that interns must be given an opportunity to complete the internship and to receive a degree and state certification by the end of the two-year training period. Projects are responsible for insuring that interns are made aware of state certification requirements and pending changes in requirements during the initial stages of the training period. This information may have a significant impact on the development of individual academic programs for the interns. The RCTR Centers are available to consult with projects and interns as necessary on questions regarding certification requirements.

Employment Opportunities For Graduating Interns

The RCTR Centers provide support services to interns throughout the two-year training period. Among these services are providing opportunities for graduating interns to gather information regarding educational employment. Each spring, the RCTR Centers solicit information regarding career opportunities for teachers

from state departments of education, local education agencies, teacher unions and placement services, and disseminate this information to graduating interns. The RCTR Centers assist projects in using local resources (for example, the college university career counseling center) that will aid interns in career development.

Personnel Support For Interns

Although it is expected that all project personnel will provide various support services for the interns, the role of team leader should be the most crucial project role in this area. For this reason it is suggested that projects pay particular attention to the selection of the team leader. The publication, The Team Leader's Handbook, provides much insight into the types of experiences and skills the team leader should bring to this role if he or she is to be effective in this complex staff position. This publication is available to projects through the regional RCTR Center.

In addition, the RCTR Centers have compiled all the 1978 Teacher Corps regulations that relate specifically to team leaders. It is hoped that these regulations, which are presented on the following pages, will assist project staffs in the development of the intern program.

Team Leader Regulations

*172.40 Initial developmental year.

During the first year of a project:

(a) The project must be developed and organized;
(b) The community council must be elected;
(c) The team leader must be hired;
(d) The teacher-interns must be recruited; and
(e) Any revisions of the objectives adopted under **172.61-172.65 must be planned and developed.

This period may be less than year if these functions can be completed in a shorter time.

*172.47 Training program for teacher-interns.

(a) The training program for a teacher-intern must be developed by the project director in consultation with the team leader and the institution of higher education which provides the training.
(b) The training must include;
    (1) Practical classroom experience in each of the project schools;
    (2) Academic study; and
    (3) Practical experiences and training in the community served by the project.
(c) The practical classroom experience of a teacher-intern may not average more than one-half of each school day during the period of his or her internship.
(d) Training may also be provided in a pre-school, early childhood setting if that training is consistent with the objectives adopted under **172.61-172.65.

*172.83 Teacher-intern teams.

Teacher-interns must be organized into teams that include at least four teacher-interns and one experienced teacher who serves as leader of the team. Each team must spend a portion of the internship in each project school.

Comment.
One commenter asked if team leaders must be employed full-time by the project.

Response.
Team leaders will normally be employed by the project on a full-time basis, since they are expected to participate fully in project activities including supervising teacher-interns. However, there may be exceptional local circumstances in which this is not possible, so employment on less than a full-time basis is permitted.

Comment.
One commenter asked whether each team must spend a portion of the internship in each project school where there are multiple teacher-intern teams in the project.

Response.
Section 172.83 of the regulation requires teacher-intern rotation so that each teacher-intern will have experience in all educational levels represented in the project schools.

*172.87 Compensation of team leaders.

(a) The local educational agency shall employ each teacher-intern team leader.
(b) The local educational agency shall compensate a team leader at a rate comparable to that being paid to other personnel in the same agency who perform similar work.
(c) A local educational agency shall use funds under its grant to pay up to 90 percent of the compensation paid under paragraph (b) of this section.

(Sec. 513(a)(3); 20 U.S.C. 1103(a)(3); sec. 514 (a)(1); 20 U.S.C. 1104 (a)(1)

Comment.
One commenter suggested that the regulation be changed to make faculty in institutions of higher education eligible to serve as team leaders.

Response.
No change is made in the regulation. Under the present language, any qualified individuals are eligible and may be hired by the local educational agency as team leaders.

*172.90 Teacher-intern and team leader medical insurance.

(a) The grantees shall provide teacher-interns and team leaders with medical insurance coverage (including hospitalization) during their participation in a project.
(b) Dependents who receive more than one half of their support from a teacher-intern must be included in this insurance coverage.
(c) A grantee which provides this medical insurance coverage shall use funds under its grant to pay up to 100 percent of the cost of the insurance.

(Sec. 514 (d), (e), 20 U.S.C. 1104 (d), (e).)

Comment.
One commenter asked whether teacher-interns and team leaders should receive fringe benefits in additional to medical insurance.

Response.
No change is made in the regulation. In order to recognize locally established policies and circumstances, this is left for determination at the local level.

SECTION V

Project '78 Samples

Recruitment and Selection of Interns

Arizona State University
Tempe, Arizona

Alan Brown, Director

TIMELINES FOR INTERN SELECTION

March 26 - April 26, 1979: application period

April 17, 1979: selection committee meets for training and determining the interviewing process

April 27, 1979: paper screening

April 30 - May 10, 1979: interviews

May 11, 1979: choose top 10 candidates

May 16, 1979: group process activities with top 10 candidates

May 18, 1979: make final selections

May 21 - 23, 1979: notification of successful applicants

May 28, 1979: acceptance of position deadline

June 4, 1979: interns begining date

June 17 - July 6, 1979: Corpsmember Training Institute - Interns
San Diego, Ca.

Intern Selection Process

- Date: March 26, 1979 through April 26, 1979
  Advertisement of the intern position through posting of notices and the distribution of announcements. Announcements were sent to the following:
  - -local radio stations
  - -Phoenix and Tucson newspapers
  - -ASU Publicity Department
  - -Phoenix School Districts
  - -Department of Corrections
  - -Maricopa County Juvenile Court Center
  - -ASU College of Education Department Chairpersons
  - -Teacher Corps RCTR Centers
  - -School Climate and EPDS Task Forces
  - -School Community Council
  - -Policy Board
  - -Community agencies

- Date: April 17, 1979, 4:00 - 5:00p.m.
  Intern Selection Committee met for orientation, to review the paper screening procedures, and to decide on interview dates. Names were suggested for this selection committee by a subgroup of the EPDS Task Force and an effort was made to get representation from all project groups.

  Selection Committee
  - Bonnie Rabe - Teacher Corps Staff
  - T. J. Jenkins - Bostrom Center
  - Dennis Meador - Phoenix Union
  - Karen Niemi - Booker T. Washington
  - Helen Knox - Community Council
  - Larry Lambert - Phoenix Union
  - Gail Chadwick - Teacher Corps staff
  - Mary Blask - Teacher Corps staff
  - Joe Whitaker - Herrera Junior High
  - Catherine Brown - Community Council

- Date: April 27, 1979
  Paper screening of approximately 80 applicants. Teacher Corps staff paper screened based on national guidelines (B.A. degree, no previous teaching experience, G.P.A. higher than 2.5).

- Date: April 21, 1979, 8:30 a.m. - 12:00 noon
  Intern Selection Committee met to organize the interview process and to receive training in interviewing techniques.

- Date: May 7, 1979, 8:30 a.m. - 5:00 p.m.
  A subgroup interviewed candidates in Los Angeles.

- Date: May 9, 1979, 8:00 - 8:45 a.m.
  The Selection Committee met for final review of interview procedures.

- Date: May 9, 1979, 9:30 a.m. - 4:00 p.m.
  Interviewing Committee 1 (Joe, Helen, Bonnie, Larry)
  Interviewing Committee 2 (Karen, Catherine, Mary)
  Interviewing Committee 3 (Gail, Dennis, T. J.)
  Interviews. Each team recommended three to five candidates to be part of the top ten finalists.

- Date: May 10, 1979, 5:00 - 8:00 p.m.
  A subgroup (Bonnie, Larry) interviewed additional applicants.

- Date: May 16, 1979, 2:30 - 5:00 p.m.
  Group process activity with ten finalists. Representatives from the Intern Selection Committee attended to make final selections (Karen, Larry, Joe, Bonnie, Mary, Dennis).

- Date: May 18, 1979
  Notification of selected interns. Written notification was sent to applicants not selected.

- Date: May 28 - June 29, 1979
  Orientation to local project. Interns visited each site, planned their program, and received orientation to the assessment system.

III. Selection Committee Procedures

The selection committee was chosen to represent all aspects of the project in order to get representation and commitment to the selections made. However, in the past, such committees had found themselves lacking in interviewing skills and procedures. A past problem in intern selection had also been the differing qualities that individual committee members looked for in the intern candidates. The qualities that the committee was looking for were often unclear and subject to individual interpretation.

This committee, therefore, decided to review and discuss as a group the desirable qualities for candidates and also to design a rating sheet reflecting these decisions. Questions designed to probe for the qualities decided upon were to be used by each interviewing group. They also participated in training in good interviewing techniques.

These procedures assured them of a consistent approach and confidence in the type of individual that would make a good intern.

Thought was also given to the type of information that should be given to candidates regarding the intern program which would help them decide if they could commit themselves to it. An overview was prepared and an example schedule of a typical intern work week was given to the candidates.

ARIZONA STATE UNIVERSITY/Tempe, Arizona 85281

Equal Opportunity/Affirmative Action Employer

ANNOUNCEMENT OF VACANCY

COLLEGE: Education

DEPARTMENT: Teacher Corps - Special Education

POSITION AVAILABLE: Intern (4 positions)
Two year program leading to Master's degree in Education (Secondary or Elementary) with special emphasis on Multicultural and Special Education

Faculty Staff
Grad Student

June 1979 - June 1981

QUALIFICATIONS:

- Bachelor's degree from an accredited college or univeristy (previous education must provide a sufficient base to allow graduation within the two year program period)
- Interest in education as a career (but no prior teaching experience - not including student teaching)
- Willingness to take a trainee role
- Willingness to work in inner-city
- Willingness /potential to work with delinquents (motivation, understanding, stamina)

SALARY: $7,800/year for a two year period ($150/week)
Dependency allowance of $15/week per dependent
Paid tuition

APPLICATION DEADLINE: April 26, 1979

APPLICATION PROCEDURE: Application available at: Teacher Corps
ASU - College of Education
Dixie Gammage Hall, Room 243
(602) 965-6788
An official college transcript must be provided with the application

GENERAL INFORMATION: Teacher Corps, Arizona State University, is interested in finding college graduates who would like to commit themselves to working with children in the Phoenix Inner-City. Teacher Corps interns learn to teach while they receive tuition-free college study leading to an advanced degree in education and teacher certification.

For two years the intern's top priority is to develop skills as a teacher. Time is spent divided among the school (60%), the university (20%), and the community (20%).

The intern is prepared academically by the university, receives practical on-the-job experience in the school as part of an intensively supervised team, and learns responsiveness to the complex needs of children through work in the community

ARIZONA STATE
UNIVERSITY _____ Tempe, Arizona 85281

4/4/79

Here's a copy of the Teacher Corps release. It was sent to the following newspapers and radio stations:

Ariz. Republic
Phx. Gazette
Tempe Daily News
Sctsdl. Progress
Mesa Trib.
Glendale Star
Chdlr. Arizonan
Casa Grande Disp.
Sun City News-Sun
Ariz. Mobile Citizen
Ariz. Informant
El Sol
Prescott Courier
The Paper (Presc.)
Ariz. Star (Tuc.)
Par. Valley News-Prog.
Nogales
Ariz. Sun (Flag.)

State Press
Hispanic News Svc.
Central Phx. Sun
KOOL-FM
KDKB
KUPD

John Mathews (six radio stations including KTAR & KJ).

ARIZONA STATE
UNIVERSITY _____ Tempe, Arizona 85281

4/4/79

Here's a copy of the Teacher Corps release. It was sent to the following newspapers and radio stations:

Ariz. Republic
Phx. Gazette
Tempe Daily News
Sctsdl. Progress
Mesa Trib.
Glendale Star
Chdlr. Arizonan
Casa Grande Disp.
Sun City News-Sun
Ariz. Mobile Citizen
Ariz. Informant
El Sol
Prescott Courier
The Paper (Presc.)
Ariz. Star (Tuc.)
Par. Valley News-Prog.
Nogales
Ariz. Sun (Flag.)

State Press
Hispanic News Svc.
Central Phx. Sun
KOOL-FM
KDKB
KUPD

John Mathews (six radio stations including KTAR & KJ).

ASU NEWS BUREAU
April 4, 1979
Mark Jecker -- 965-3504

Teacher Corps

TEMPE — College graduates who would like to work with students in the Phoenix inner city and learn to teach while doing tuition-free study toward an advance education degree are presently being recruited by the Teacher Corps at Arizona State University.

The program, which has been operating at ASU for about 5 years, is designed to help delinquency-prone students succeed by training teachers to deal with them and hold their interest in the classroom.

Teacher Corps interns are prepared academically by the University and receive practical on-the-job experience in the schools as part of an intensively-supervised team. They learn responsiveness to the children's complex needs through work in the community. Program time is budgeted to devote 60 percent to the schools and 20 percent each to the University and the community.

Participation in the Teacher Corps program leads to a master's degree in education, secondary or elementary, with special emphasis on multicultural and special education. The program runs from June 1979 to June 1981.

Qualifications include a bachelor's degree from an accredited college or university and an interest in education as a career. Applicants may not have any prior professional teaching experience. Student teaching experience, however, is acceptable.

Interns must be willing to take a trainee role and to work in the inner city. They must also have the motivation, understanding and stamina to work with delinquents and potential delinquents.

ASU NEWS BUREAU
4/4/79
Jecker

Teacher Corps - 2

There are four available positions, each paying $7,800 per year. A dependency allowance of $15 per week per dependent and full University tuition are also paid.

The deadline for application is April 26, 1979. To apply or obtain further information, contact the Teacher Corps, Arizona State University College of Education, Dixie Gammage Hall, Room 243, Tempe, Arizona 85281, or call 965-6788.

SCHEDULE

INTERN SELECTION COMMITTEE

1) Tuesday

April 17, 1979
4:00 - 5:00 pm
Graham Room 216
M.U.
Meeting to orient the committee, review criteria for intern selection and make final decisions on interview dates.

2) Saturday
April 21, 1979
8:30 - 10:30 am
Graham Room 216
M.U.
Meeting to organize the interview process and receive training in interviewing techniques.

3) Wednesday - Thursday
May 9, 10
8:00 am - 5:00 pm
Committee 1 - Gila Room 214 3-5 candidates
Committee 2 - Santa Cruz Room 213
Committee 3 - Greenlee Room 220
Wednesday 8:30 - 5:00 and Thursday 8:00 - 2:45
Interviewing days. Each member will be interviewing one day or two afternoons. (We will determine exact times at our first meeting). Each interviewing team will recommend 3-5 candidates to be part of the top finalists.

4) Wednesday
May 16, 1979
8:30 am - 5:00 pm (1:30 - 3:00)
Apache Room 221
Group process activity with the 10 finalists. Representatives from the intern selection committee will attend to assist in final selections.
Representatives

Joe Whitaker
Karen Niemi
Larry Lambert

INTERN SELECTION COMMITTEE

April 17, 1979
Minutes

Members present:

Bonnie Rabe
Joe Whitaker
T. J. Jenkins
Karen Niemi
Larry Lambert

The committee reviewed the qualifications and degree and certification requirements for the intern program. The applicants so far represent a wide range of backgrounds. We agreed in general that this variance could be accommodated in the program. An individualized program will be designed for each intern chosen in terms of certification and master's degree requirements although the basic program focus will be the same.

Also reviewed were the paper screening procedures and forms, the interview rating forms and the interview questions. The committee decided that:

-All members will review and add to the interview rating forms and questions before our Saturday morning meeting.
-We will not paper screen out people with a high level of graduate hours. We will make a decision about their eligibility for the program during the interview process.
-Teacher Corps staff will paper screen and fill out the informational sheet on each candidate for the committee to look at during the interviews.
-All the eligible candidates from the Regional Centers will be invited to come for an interview during May 9th and 10th. If not enough suitable applicants are found at that time, an interviewing team will travel to Los Angeles.

We also began a discussion of the qualities desired in an intern candidate which will be continued at our next meeting.

We also agreed to make sure that certain informational items were conveyed to each applicant in the interview.

-Inform them of the commitment that they are making to stay with the program for two years.
-Give them samples of former intern time schedules (to give a perspective of a typical work week)
-Point out the time involved in going to the Corpsmember training institute (June 18-July 6).

INTERVIEW PROCESS

1. Candidate was given an overview of the program before coming in to the interview.

2. Choose moderator _____

   Duties:

   Greeting — Brings applicant in and introduces him/her to the group and tells him/her to sit down.

   Organizer — Says something like: "In the next half hour we are going to ask you some questions. At the end of the interview this panel will rate you according to the criteria it has set up. You will be notified within the next week if you are selected as a finalist. Some of our questions may not prompt a ready response. If you don't have an answer please tell us so. Do you have any questions about the interview before we start? Now, Dennis will start with the first question."

   Conclusion — After the last question, says "Thank you very much, that concludes the interview. We appreciate your sharing this information with us."

   Choose monitor (timekeeper) _____

   Duties: If applicant is spending too much time on one question, cuts in and says, "I think that is all the information we need in this area. Why don't we move on to the next questions?" - etc.

   If time allows, he says, "Would you like to give us any additional information?"

   Make sure to be consistent on time. Don't allow one more time than another.

3. Each interviewer will have specific qustions to ask.

SUGGESTED QUESTIONS FOR INTERVIEWERS

1. Why do you want to be in Teacher Corps?
2. What do you know about the purposes of the Teacher Corps program?
3. Tell us what you expect from this program.
4. What contribution can you make to this program?

   Regardless of how it might relate to Teacher Corps, what do you have that you feel is a special or unique talent?
5. What experiences have you had in inner-city areas?
6. What is your concept of institutional change?
7. What do you see as the role of Teacher Corps in effecting institutional change?
8. Tell us about your past experience with delinquent prone, or drop-out youth.
9. How do you view teaching as a career?
10. What do you think are some reasons for youngsters becoming drop-out students and/or delinquent?
11. Describe, briefly, the kind of person you feel you are, i.e., the way in which you see yourself.
12. Describe, briefly, the kind of person you feel others see you as.
13. When we call your previous teachers, what will they tell us about your ability to get along with them and with other students?
14. What involvement have you had in your own community?
15. If two Mexican kids are subjecting a black kid to verbal abuse by repeatedly calling him "nigger", what would your role be? (not that much emphasis on answer, but focus on the mannerisms and level of confidence and objectivety a person responds with).

INTERN RATING SHEET

Name:	Poor	Fair	Average	Good	Excellent
I. Skills/Experience					
a. Historical evidence of firsthand experience with delinquent youth. (Educational or institutional)					
b. Past history of community involvement					
c. Personal understanding of impact of education on the community					
d. Special skills (art, music, math, bilingual, etc.)					
Category I Rating					
II. Personal Factors					
a. Could Teacher Corps benefit him/her personally?					
b. Has realistic rather than idealistic expectations of Intern Program					
Category II Rating					
III. Job Maturity (willingness to perform job)					
a. Approach to take a trainee role					
b. Approach to initiating changes in an institution (educational or otherwise)					
c. Enthusiasm for program, mixed with patience to successfully complete a two-year program					
Category III Rating					
IV. Sociability					
a. Projects self-confidence					
b. Poise and objectivity in responses to questions					
c. Organization					
d. Problem-solving ability					
e. Acceptance of cultural diversity					
f. Potential to work with delinquent children					
g. Flexibility					
h. Patience					
i. Positive attitude					
j. Teaching potential					
k. Stabililty					
l. Outgoing					
Category IV Rating					
OVER-ALL RATING					

COMMENTS

RATING DEFINITIONS

Poor: This is a personal feeling that the individual is completely lacking the necessary quality or skill in this area.

Fair: Slight indication of exposure or expertise, but not sufficient to predict success.

Average: Individual has basic exposure and expertise; may be sufficient with aid of proper guidance to be successful.

Good: Practical exposure, basic grasp of fundamentals, tempered with awareness that there is room for more learning.

Excellent: Heavy individual exposure and practical experience, lacks only classroom exposure to sharpen skills. May be too advanced to benefit from the program.

INTERN RATING SUMMARY SHEET

NAME: _____

Interviewers 1. _____ Overall Rating _____

2. _____ _____

3. _____ _____

Group Rating _____

Comments:

IV. Group Process Activity

Each of the three interviewing committees recommended three to five candidates. The second interviewing step was a group process. The purpose of this was to observe the candidates in the situation they would be in as interns: as a team solving problems, interacting with each other, and making decisions.

The ten top candidates were asked to go through a problem-solving process as a group while being observed. No other instructions were provided except those on the instrument used (Desert Survival). This process allowed the committee to observe the candidates in a group situation and get a sense of their communication, interactive, and problem-solving styles. Considerably different information about the candidates than that obtained in the interview was gathered in this way.

This information was used as a supplement to the interview data when the committee made its final selections. Each member rank ordered their choices after a thorough discussion of each finalist. The results were charted and final choices made from this information.

Also, the candidates were asked at the end to rank order the other nine candidates as to who they'd like to work with. Interestingly enough, there was a high correlation between their composite rankings and those of the observers.

STOCKTON UNIFIED SCHOOL DISTRICT

CALIFORNIA STATE COLLEGE, STANISLAUS

Intern Recruitment and Selection Schedule

for

Program '78

Timeline for Intern Selection Activities

Application package prepared by	January 26, 1979
News release prepared by	January 31, 1979
Letters to community groups	February 5, 1979
Contact former interns by letter	February 5, 1979
Contact colleges by letter	February 5, 1979
Letter to principals by	February 5, 1979
On-campus recruitment	February 5-May 1, 1979
Selection committee organized by	May 1, 1979
All materials must be in on or before	May 4, 1979
Team Leader on duty on part-time basis	May 7, 1979
Paper screening complete by	May 11, 1979
18-20 finalists selected by	May 18, 1979
Interviews and selection	May 21-June 8, 1979
Interns will report on June 11, 1979	

Recruitment and Selection of Interns

During the second and third year of the project, four graduate interns will receive training. Careful recruitment and selection procedures will be followed to insure that outstanding individuals, representative of the ethnic and cultural characteristics of the Stockton community, are selected for teacher-intern positions. Stockton Unified School District has a history of employing interns following successful completion of their training program and is especially interested in attracting minority women and men for available teaching positions.

The recruitment process for teacher-intern will be as follows:

1. With input from other project personnel, the Local Education Coordinator will prepare announcements for four-year colleges and universities within Sacramento County and the Stanislaus State College Service Area (San Joaquin, Stanislaus, Merced, Toulumne, Calaveras, and Mariposa counties).
2. Announcements will be sent to community organizations and agencies within the geographic area selected.
3. A recruitment team will visit universities and organizations upon request.
4. The Local Education Agency will prepare materials for use by media outlets in the area to be served, including bilingual and multicultural media outlets.
5. Announcements will target on recruitment of ethnic minority candidates but will not exclude anyone.
6. Community leaders will be contacted to identify potential candidates.
7. Graduates of Teacher Corps and New Careers in Education will be contacted to identify potential candidates.
8. An information package will be prepared.
9. The team leader will assist in the recruitment.

The intern candidates will be required to meet the following qualifications:

1. Possess a B.A. degree from an accredited college or university.
2. Submit a Teacher Corps application.
3. Submit a complete official set of college/university transcripts which show a minimum 3.0 grade point average.
4. Submit all required materials on or before the deadline established by the project.

The intern selection process will be as follows:

1. The applications will be examined to ascertain whether minimum requirements are met by each candidate.

2. Transcripts will be examined.

3. Ineligible candidates will be notified.

4. Individuals who are listed as references by candidates will be contacted.

5. The project staff will select 18 to 20 finalists to be interviewed.

6. A Selection Committee will be organized. The committee will include project personnel, Community Council representative(s), teacher(s), university representative(s), the team leader, a former intern, and school district representative(s).

7. A training session will be conducted for Selection Committee members prior to screening candidates to insure use of appropriate interviewing techniques.

8. The committee will interview candidates twice:

   a. The first interview session will last 3 to 4 hours and involve a group of 5 to 7 candidates with the Selection Committee focusing on educational issues, attitudes, and experiences. This session will permit the selection committee to observe and interact with candidates in a more informal setting.

   b. The second interview will involve individual candidates meeting separately with the Selection Committee for 1 to 2 hour periods.

   c. During the two interviews, all candidates will be given the opportunity to respond to the same questions related to attitudes, educational issues, talents, experiences, and community involvement. The questions will be prepared in advance by members of the Selection Committee and reviewed by the Affirmative Action Committee of the district. A member of the Affirmative Action Committee will participate in the screening interviews also. All candidates will be given the opportunity to speak on issues not raised by the Selection Committee.

   d. A rating system agreed on by the Selection Committee will be used. The Selection Committee will select four interns and four alternates.

Selection of Interns

Youngstown State University/Youngstown Public Schools

Lee T. Peterson, Director

TEACHER CORPS

DOCUMENTATION FORM

Project Name YOUNGSTOWN STATE UNIVERSITY/YOUNGSTOWN PUBLIC SCHOOLS

Documentor Name Howard W. Pullman

Episode or Event Selection of Interns (4)

Date Documentation Report Completed May 21, 1979

Jan 30	First Draft of Qualifications, Responsibilities, and Benefits for Interns Presented to PIED - Revision Suggested
Feb 22	Notification of Intern Positions Sent to all YSU School of Education Faculty
Feb. - Apr.	Presentation to all School of Education Classes with Seniors regarding Intern Positions and the Teacher Corps Programs
Mar 13	Final Draft of Qualifications, Responsibilities, and Benefits for Interns Presented to PIED - Approved
Mar 13	Interview Procedure and Forms Presented to PIED Committee - Approved
Mar 23	Presentation at Spring Quarter Orientation Meeting for Student Teachers
Apr 15	Deadline for Application for Intern Positions - 115 Received
May 1	Interview of First Six Candidates for Intern Positions
May 3	Interview of Remaining Six Candidates
May 7	Interview of Top Seven Intern Candidates by Policy Board
May 15	Selection of Four Interns by Policy Board - Paul Rohrbaugh, Keith Kurtzweig, Myrna Santiago, and Ray McElroy Selected as Interns
May 17	All Intern Candidates Interviewed by PIED Committee Notified of Results

TEACHER CORPS

DOCUMENTATION FORM

Project Name YOUNGSTOWN STATE UNIVERSITY/YOUNGSTOWN PUBLIC SCHOOLS

Documentator Name Howard W. Pullman

Episode or Event Selection of Interns (4)

Date Documentation Report Completed May 21, 1979

115 - Total Number of Applications Received

96 - Applications Received from RCTR - 3 Also Received by Project

18 - Applications Received by Project - Local

4 - Applications Received by Project - Not Local

39 - Number Considered After Preliminary Screening

18 - Called for Formal Interview - All Local

12 - Interviewed by PIED Committee - (1) Withdrew after First Formal (2) or Did Not Keep Appointment (4)

8 - Recommended to Policy Board for Final Consideration and Interview

7 - Interviewed by Policy Board

4 - Selected by Policy Board for Position of Interns

YOUNGSTOWN TEACHER CORPS INTERNS

RESPONSIBILITIES:

1. Participate daily in the instructional activities of the portal schools.
2. Participate in community-based activities.
3. Maintain full-time graduate student status with at least a B average.
4. Adhere to the goals and objectives of the Youngstown Teacher Corps Project.
5. Adhere to the policies and practices of the Youngstown Public Schools.

QUALIFICATIONS:

1. Make a two-year commitment to the Youngstown Teacher Corps Project.
2. Be eligible for teacher certification in Ohio.
3. Never have taught under contract.
4. Express an interest in teaching inner city youth.
5. Have a minimum undergraduate gradepoint average of 2.5 on a 4.0 scale with a desired average of 3.0, and be acceptable for admission to the graduate school.
6. Express an interest in teaching at the K through 12 levels (desirable).
7. Have reading as a major emphasis in teacher training (desirable).
8. Possess other unique skills -- e.g., bilingual, career education.

BENEFITS:

1. Field-based master's degree program.
2. General fees and tuition paid.
3. Stipend of $150/week ($7,800/year), $15/week for each dependent, plus insurance.
4. Two week paid vacation.
5. Chance for personal/professional growth and contacts through Teacher Corps sponsored conferences.

6. Involvement in community activites which relate to the education of youth.

7. Opportunity for training, both locally and nationally, in educational innovations.

8. Access to a national teacher placement service upon completion of the two year commitment.

QUALIFICATIONS FOR TEACHER CORPS INTERNS

Youngstown Teacher Corps Project

1. Make a two year commitment to the Youngstown Teacher Corps Project.

2. Be eligible for teacher certification in Ohio.

3. Never have taught under contract.

4. Express an interest in teaching inner-city youth.

5. Have a minimum undergraduate grade point average of 2.5 on a 4.0 scale with desired average of 3.0, and be acceptable for admission to the Graduate School.

6. Express an interest in teaching at the K through 12 levels (desirable).

7. Have reading as a major emphasis in teacher training (desirable).

8. Possess other unique skills - e.g., bilingual, career education.

NAME: _____

ADDRESS: _____

UNIVERSITIES ATTENDED: _____ DATES: _____

_____ _____

_____ _____

DEGREE AWARDED: _____ DATE: _____

ACT or OTHER RELATED SCORES: _____

OVERALL GRADE POINT AVERAGE: _____ BASED ON _____ SEM/QTR. HOURS

STATUS WITH RESPECT TO CERTIFICATION _____

SECOND LANGUAGE: yes ____ no ____
IF YES, IDENTIFY LANGUAGE(S): _____

EXPERIENCE IN COMMUNITY RELATED ACTIVITIES:

a) _____

b) _____

c) _____

d) _____

READING TRAINING TO DATE: _____

OTHER UNIQUE CHARACTERISTICS: _____

_____

_____

_____

HOW WOULD YOU RATE THE APPLICANT'S DESIRE TO BECOME AN INTERN? High 5 4 3 2 1 Low

HOW WOULD YOU RATE THIS APPLICANT'S CHANCES OF SUCCEEDING IN AN INTERNSHIP? High 5 4 3 2 1 Low

IN YOUR OWN MIND, SHOULD THIS APPLICANT BE ONE OF THE FOUR INTERNS SELECTED FOR THE PROGRAM? Yes _____ no _____

OTHER PERTINENT INFORMATION YOU FEEL IS IMPORTANT REGARDING THIS APPLICANT:

TEACHER CORPS INTERVIEW RATING SCALE

Name of Candidate _____ Date Interviewed _____

STATEMENT OF PURPOSE: The interview is an important element in our election process. It provides an opportunity to appraise the candidate's observable behavior, to clarify the information which is written on the application, and to inform the applicant further about the Teacher Corps Project. Recognizing the limitations of the interview as a technique, this checklist is concerned with those aspects of personal and social characteristics which experience has shown may be determined in an interview situation and which are important attributes for success in teaching.

INSTRUCTION: In each of the eight areas to be observed, questions preceding each scale will serve as a guide in determining your rating. Ask yourself how the applicant compares with others who have had similar experience. Consider whether characteristics would be assets or liabilities. Rate the interviewees by placing an "X" over the description which most accurately describes the candidate.

DEFINITION OF SCALE: In rating observable behavior, two guidelines are incorporated. (1) Graphic scales are provided for the convenience of the user. (2) Behavior and statements specifically define each characteristic.

1. APPEARANCE — Is he/she well groomed?

Unsuitable; Neither neat nor in good taste	Tolerable; But not too neat	Acceptable; Dress & grooming rather becoming	Favorable; neat & in good taste	Exceptional; Well groomed in a highly business-like manner

2. VOICE — Is the voice irritating? Can you distinctly hear what is said?

Irritating, indistinct, unpleasant	Understandable; neither pleasing nor irritating	Understandable but not conspicuously pleasant	Definitely pleasant & direct	Exceptionally clear & pleasant

3. CORRECTNESS OF EXPRESSION — Does he/she speak grammatically correct English? Does he/she choose words with accuracy?

Frequent errors in grammar	Occasional errors	Free of grammatical errors	Has above average competence in expressing himself/herself	Exceptionally fine choice of words

4. ABILITY TO PRESENT IDEAS Does he/she speak logically and convincingly? Does his/her presentation seem to be vague, incoherent, and/or illogical?

Confused & disorganized	Hesitant & unable to present thoughts in a simple manner	Conveys ideas well	Highly skilled in presenting ideas in a simple straight - forward manner	Shows superior ability in oral expression

5. ALERTNESS How readily does he/she grasp the meaning of questions asked? Is he/she slow to comprehend obvious points? Does he/she understand quickly even though the idea is involved or different?

Often misunderstands questions	Slow in understanding, requires explanation	Nearly always grasps intent of question	Rather quick to grasp question	Exceptionally keen and quick

6. RAPPORT How well poised is the candidate? Does he/she appear uncertain, hesitant, or lacking in assurance? Is he/she self-confident or over confident?

Tends to be very shy or very domineering	Tends to be rather shy or rather domineering	Neither conspicuously shy or domineering	Rather poised & active in the interview without being domineering	Is very poised & active without being domineering

7. KNOWLEDGE OF FIELD Is he/she aware of developments in the field of education? Does he/she read current educational literature?

Shows little knowledge of education	Has a limited grasp of education	Indicates mastery of education but no reading	Has mastery of education with limited reading	Has mastery of education with extensive reading

8. ENTHUSIASM FOR TEACHING Does he/she show indications of being happy with his/her choice of profession? Does he/she talk with warmth about children or young people?

Very little enthusiasm	Some enthusiasm	Average enthusiasm	Enthusiastic	Very enthusiastic

QUESTIONS FOR INTERN CANDIDATES

What unique qualities do you have which you believe would enhance your job as a Teacher Corps Intern?

Why do you feel you can commit yourself to a two-year intensive training program?

What are the advantages and disadvantages of working in a K-12 program, and what difficulties do you foresee in your participation in such a program?

What do you feel are several possible reasons for providing for individual differences, and how do you think such differences should be provided for in classrooms?

What educational reading do you do outside of assigned course work?

Why did you choose to apply for a project which is involved with inner city schools?

Do you think you will enjoy teaching? If so, why?

QUESTIONS FOR WRITING SAMPLE

What would you expect to gain from the experience of being an Intern, and what do you think you have to offer to the internship?

Do you think it is important to formally teach reading at all levels of a K-12 program? If so, why? If not, why not?

Explanation of Points for Evaluation of Intern Candidates

DEGREE/CERTIFICATION

5 - BA with certification
4 - BA with all but student teaching for certification
3 - All but student teaching for BA and certification
2 - BA with limited education courses
1 - No BA and limited education courses

GRADE POINT AVERAGE

5 - Above 3.50
4 - Above 3.25
3 - Above 3.00
2 - Above 2.75
1 - Above 2.50

LANGUAGE

5 - Spanish
4 - Limited Spanish
3 - Other
2 - Limited Other
1 - None

READING

5 - Certification
4 - Concentration
3 - Several Courses
2 - One Course
1 - No courses

OTHER

1 - 10 Assigned by Project Director

Summary of Points Awarded - Intern Candidates

_____ 1. Degree/Certification (5 maximum)

_____ 2. Grade Point Average (5 maximum)

_____ 3. Language (5 maximum)

_____ 4. Community (5 maximum)

_____ 5. Reading (5 maximum)

_____ 6. Unique Characteristics (5 maximum)

_____ 7. Success/Desire (10 maximum)

_____ 8. Other/ACT (10 maximum)

_____ 9. Interview (40 maximum)

_____ 10. Writing Sample (10 maximum)

Comments:

TEACHER CORPS

Youngstown State University
Youngstown, Ohio 44555
216/742-3273

May 17, 1979

Miss Candidate Hopeful
2204 Alternative Drive
Youngstown, Ohio 44511

Dear Miss Hopeful:

The PIED Committee and the Policy Board have examined and re-examined the letters of application, the curriculum vita, the credentials, and the interview notes of a number of candidates. Though such numbers make the task more difficult, it is also more pleasant to okay individuals of such caliber as yourself.

Although we have not finalized the four intern positions, I find myself in conflict between a sense of caution and risk of prematurity against a sense of fairness about keeping you fully informed. I am here yielding to the latter. In light of the relative standing of your candidacy after committee review, it now seems unlikely to me that the committee will ask for or plan additional visits with you. I felt you would rather hear a negative response now than wait in the dark for the absolute certainty of an announcement later this month.

As a person with the competency to serve as an intern with the Teacher Corps program, I am confident you appreciate the subtleties of committee choice procedures for such a position. We are faced with the need to identify persons capable of meeting Graduate School requirements as well as the high standards necessary to complement a rather sophisticated program. This in no way reflects on your qualifications as a prospective teacher. On the contrary, we were most grateful for your candidacy and the opportunity to consider you.

Sincerely,

Lee T. Peterson, Director
Teacher Corps

LTP:bl

TEACHER CORPS

Youngstown State University
Youngstown, Ohio 44555
216/742-3273

May 17, 1979

Mr. N. Tern
4983 Project Road
Youngstown, Ohio 44515

Dear Mr. Tern:

As a confirmation to our telephone conversation, the intern selection committee has voted to offer one of the four intern positions to you for the period of June, 1979, to June, 1981. If you elect to accept the position please sign the enclosed acceptance form and return it to our office by Monday, May 21, 1979.

In the event that you do not choose to accept an intern position, we would appreciate your signing the other form and, again, returning the form by May 21, 1979.

Acceptance of the position is a commitment on your part to adhere to the program as outlined and presented during your formal interviews with the committee. Any deviation from the program as outlined must be negotiated with the Project Director.

We sincerely hope that you will accept the position and look favorably to the challenges presented in the program.

Sincerely,

Lee T. Peterson, Director
Teacher Corps

LTP:bl

Encs.: form
return envelope

The same letter was sent to:

I accept the intern position that has been offered to me for the period of June, 1979, to June, 1981. Furthermore, I agree to adhere to the program, as it was outlined to me in my interviews with the selection committee.

_____

SIGNATURE

_____

DATE

I decline the intern position that has been offered to me for the period of June, 1979, to June, 1981.

_____

SIGNATURE

_____

DATE

The Assessment Center Process Used as a Collaborative Staff Development Tool

Florida International University
Miami, Florida

The Assessment Center Process Used as a Collaborative Staff Development Tool

by

John A. Sample, M.S.
Program Development Specialist-Teacher Corps
Division of Educational Leadership and Human Resource Development
School of Education, Florida International University

and

Dana Farrow, Ph.D.
Assistant Professor
School of Business and Organizational Sciences

Submitted to the National Council of States on Inservice Education for inclusion in 1979 annual conference report, Hollywood, Florida, November 11-13, 1979.

The initial staff development of four Teacher Corps Interns utilizing the collaborative resources of parents, teachers and school administrators, and university faculty is the focus of this paper. What began as an innovative intern selection process utilizing an "assessment center" method ended in the creative collaboration of Teacher Corps role groups in the staff development of four interns. The Miami (Dade County, Florida) Teacher Corps Project originally set out to solve the following problem:

> How do you select four qualified candidates for a preservice/intern education program that (1) evidences parent, teacher, and university faculty collaboration, (2) is based on local and national criteria that (3) complies with Title VII of the Civil Rights Act of 1964.

This problem statement is predicated on the fact that teacher candidates in the early eighties are competing for limited teaching positions. The fact that there are more graduates than there are teaching positions raises the complex problem of selecting applicants for teacher training. Draba and Steinkellner (1977 p.101) state the obvious:

> There seems to be general agreement that more criteria and better procedures should be available to those making screening decisions, but the difficult questions remain: which procedures are appropriate for measuring the relevant criteria?

A 1971 landmark Supreme Court decision (Griggs vs. Duke Power Company) involved the use of tests and other selection criteria in the field of employment. Because of the long term consequences, being hired for a job and being selected for a teacher training program present some startling similarities and lead one to some interesting assumptions. Huff (1974) suggests that the rationale in Griggs may have implications for teacher training institutions. In the Griggs decision, the Supreme Court established the principles that selection criteria having an adverse and disproportionate impact upon blacks and other minorities must be job related. The enforcement of the principles has been widely used in private industry, and has been applied in at least two cases involving the selection and retention of teachers (Byham, 1969). Another aspect of this process needs to be considered. Teacher Corps is committed to the theory and practice of collaborative decision-making among three primary role groups — parents, school teachers and administrators, and university faculty. The long-term goal is to effectively engage these role groups in meaningful dialogue and decision-making that transcend the five-year Teacher Corps Project.

The "assessment center" method was believed to be the most effective way to avoid the pitfalls of Teacher Corps Intern selection. This approach has been used in other educational settings. For example, the American Psychological Association's Division of Industrial and Organizational Psychology has in cooperation with the National Association of Secondary School principals developed an educational assessment center for selecting and training principals and assistant principals (Hersey, 1978; Jeswold, 1978; Moses, 1978). This method has been used in business and industry for over twenty years. In 1973, Byham estimated that over 1,000 organizations had utilized the assessment center process.

In essence, an assessment center is an intensive multiple-technique evaluation process. 1 Candidates for assessment are brought in small groups of from eight to twelve to a testing location which may be on the organization's premises, in a motel, or even a resort. The candidates are facilitated through a battery of tests and simulations over a one-to three-day period. The tests often include paper-and-pencil psychological measures, projective measures, interviews, and both individual and group situational tests which are often miniature job situations. The candidates are evaluated by several specially trained assessors, usually made up of successful high-level managers and sometimes psychologists. The assessment center process focuses the attention of the trained assesors directly on the job-pertinent behaviors of the candidates. The tests (or exercises/simulations) are job related so that pertinent behaviors are forced out of the candidates. The exercises are standardized, and all candidates compete in them, often together, so the assessors have clear comparisons on which to base evaluations. The candidates themselves feel that the assessment center program gives them a fair and equal chance to demonstrate their abilities. Finally, since the exercises are job specific, it is felt the assessment center program is fair to women and minorities. According to Jaffe (1971) the success of the assessment technique over traditional selection methods, when minorities are involved, can be dramatic. In one Department of Labor training program conducted by that author, a group of 250 black and native American trainees were given conventional pencil-and-paper tests and then were processed through an assessment center. The conventional tests showed promotional potential in only 15 percent of the group, but assessment found such potential in 50 percent of the trainees.

The major modification for Teacher Corps purposes would involve the identification and training of parents, teachers/school administrators, and university

faculty as assessors. Traditionally, assessors are members of the organization, and they are trained to assess the job related behaviors of candidates. We proposed that a collaborative effort between the identified role groups (parents, teachers/school administrators, and university faculty) be designed, implemented, and evaluated. This innovative approach to Teacher Corps Intern selection would enhance the quality of intern selection. In all other respects, the traditional format for an assessment center would be followed:

1. A range of personal characteristics and job responsibilities would be identified through questionnaires, interviews, and small group work.
2. Various job simulations and other predictive devices would receive special training.
3. The "assessors" representing the three role groups would receive special training.
4. The candidates would experience 6 to 8 hours of assessment center activities, which would be monitored by the assessor team.
5. The assessors would choose the four interns and provide developmental feedback to <u>all</u> candidates.

A preliminary questionnaire was sent to a representative sample of fifteen of each of the following group: F.I.U. School of Education faculty, teachers and principals, and parents of children from the target schools. Thirty-six questionnaires were returned for analysis: thirteen from university faculty, thirteen from teachers and principals, and ten from parents. A cover sheet explained the questionnaire's purpose and then asked these individuals to respond to the following three requests:

1. List at least four job responsibilities you would expect of a Teacher Corps Intern.
2. List at least four personal characteristics necessary for a Teacher Corps Intern.
3. Would you please describe a critical incident that happened to you or that you heard about, involving an interaction between teacher and students from an inner-city multicultural background.

Each question was followed by an example to insure that the respondents understood what was being requested. The questionnaire produced twenty-three (23) distinguishable job tasks and responsibilities and fourteen (14) personal characteristics. The next analysis was completed by a new representative group of three teachers, one principal, three parents, and three university faculty during an evening meeting. The job tasks and responsibilities were listed and distributed to a new group with instructions to add tasks and responsibilities to the list if any were not present, delete those deemed irrelevant, estimate the percentage of total time spent on each task, and rate each task/responsibility according to its criticalness to the intern's job. Additionally, a listing of the necessary intern personal characteristics was distributed to the group. Group members first defined each characteristic in behavioral terms. They were then instructed to indicate which dimensions were required for the adequate performance of each task. 2

Having completed the above indicated analysis, the next step was to design various simulations and other predictive devices having content validity. Unfortunately, an interesting quirk in the intern selection process developed. Although fifteen applications were received, only six applicants met the criteria for admission to the graduate program in the School of Education. It was decided not to use the assessment center method to "deselect two candidates" (as opposed to selecting four interns). The traditional interview process was used to select an ethnically balanced group of four interns (male Haitian, female Puerto Rican, female black, female Anglo). However, it was decided to modify the process so that the interns could experience a collaborative and innovative staff development program upon their return from the Corps Members Training Institute (CMTI).

Based upon the identified job task/responsibilities, intern personal characteristics, and critical incidents, the two writers designed a series of exercises and simulations that would enable critical behaviors to be observed and recorded by the assessors:

1) An in-basket exercise consisting of school and classroom incidents;

2) A leaderless group discussion concerned with necessary teacher characteristics;

3) An essay on inner-city, multicultural schools; and

4) A leaderless group discussion concerned with teacher tasks and responsibilities.

The next step was to provide the assessors (parents, teachers/school administrators, and university faculty) with a training program that emphasized the observation and recording of critical intern behaviors. In this instance, a five-hour assessor training session was scheduled for a weekday evening. Two parents and two teachers were available for the training. University faculty could not attend this session or the subsequent assessment center scheduled for the following Saturday. The parents and teachers experienced each exercise as if they were the interns. They were also instructed in the use of various behavioral checklists that accompanied each exercise or simulation. Additionally, they were cautioned not to commit common performance appraisal errors (halo effect, error of central tendency, and leniency).

The interns, four assessors, and two assessment center facilitators met for a six-hour Saturday session. The assessor shared the primary responsibility of reading and discussing the instructions for each exercise or simulation with the interns. The evaluation of interns by means of behavioral checklist and interviews by assessors proceeded according to schedule. At the end of the day, the assessors summarized their observations and as a group agreed on specific feed-

back which was shared with the interns and their team leader. This group met with one of the assessment center facilitators who shared specific written commentaries from the assessors.

This paper has described a collaborative process for selecting interns and providing them with developmental feedback using behavioral indicators. The assessment center method appears to hold great promise for the better selection and development of interns, entry level teachers, and other educational personnel. More effective utilization of human resources in the educational setting is certainly an important goal. Additional resources and research efforts need to be applied to the assessment center method. This would more specifically establish the validity of the assessment center as a collaborative selection and training technique within the setting of inner-city, multicultural schools.

FOOTNOTES

1.
For a great discussion of the assessment center method, see R. Finkle, "Managerial Assessment Centers", in M. Dunnette, ed., Handbook of Industrial and Organizational Psychology (Chicago: Rand McNally, 1976), pp. 861-85.

2.
For an indepth analysis of these job task/responsibilities and personal characteristics of interns, see D. Farrow and J. Sample "Defining Important Job Requirements and Specifications of the Inner City Teacher Intern— a Collaborative Task". Manuscript submitted for publication, January, 1980.

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APPENDIX A

RCTR Recruitment Samples

APPENDIX A

Recruitment Samples

Appendix A contains sample letters and publicity announcements used by the RCTR Centers in the national recruitment campaign. These samples may be adapted by projects for use in their local recruitment efforts. The following samples are included:

- Letter to College Placement Director
- Letter to Special Organizations
- Letter to Radio Station Manager
- Public Service Announcements
- Newspaper Announcement
- Descriptive Program List (DPL) sample page

Dear Placement Director:

Teacher Corps is now in the process of seeking qualified applicants for Program '79 Projects which will be selecting interns during the spring of 1980. In an effort to provide information on eligibility requirements to as many persons as possible, we are contacting college and university placement offices throughout the country providing them with information about opportunities available through Teacher Corps.

The enclosed information consists of a sample Teacher Corps application, fact sheets, and "Ten Years of Teacher Corps." Also enclosed are several posters which we would like you to display in noticeable locations in your office or other campus areas. Note that all applicants must have a baccalaureate degree and have no teaching experience.

In order to help us broaden our recruitment efforts, we are requesting your assistance by asking you to provide us with the information indicated on the attached sheet: the names, addresses, and telephone numbers of your college newspaper, radio or television station; names of local newspapers, and popular radio and television stations; and a listing of minority student organizations on your campus.

We appreciate very much your time and assistance in helping us. If you need more information or recruitment materials, please let us know and we will respond immediately.

Sincerely,

RCTR Director

To:

Civil Service Commissions
H.E.W. Regional
State Employment Officer
SEA's

Community Groups and Organizations

Dear

Teacher Corps is now in the process of seeking qualifed applicants for its Program '79 Projects which will be seeking interns this coming spring. In an effort to provide information on eligibility requirements to as many persons as possible, we are contacting many organizations and providing them with information describing opportunities available through Teacher Corps.

According to the Teacher Corps regulations, projects must recruit intern applicants in a manner that gives consideration to persons who are broadly representative of the ethnic and cultural characteristics of the community served by each project. In order to assist projects in meeting the requirements of the Regulations, we are encouraging persons to apply who are representative of various ethnic backgrounds.

Enclosed are copies of Teacher Corps fact sheets, posters, and Teacher Corps internship applications. We would appreciate it if you would keep Teacher Corps in mind and pass this information along to persons you come in to contact with who may be considering education as a career.

If you have questions about the Teacher Corps program or if you would like additional material, please contact us. Thank you for your cooperation and assistance.

Sincerely,

RCTR Director

February 1, 1979

Dear Station Manager:

The RCTR Centers are beginning a campaign to recruit qualified persons for service in Teacher Corps. Teacher Corps Projects funded during 1979 will be selecting interns during the spring of 1980 and it is our responsibility to make citizens aware of this unique opportunity.

We will be most appreciative if you will broadcast some of the several enclosed spot announcements as a public service to us and to persons in your listening audience who may wish to consider a position in this interesting and worthwhile program. We feel that the publicity received from your station will be one of the key factors in making our recruitment efforts successful.

Enclosed are copies of 10, 20, and 30 second public service spots for your use. We are requesting that these be aired in each of four months, January through April, 1980, at various intervals depending on your schedule. Please send us verification of when these PSA's were broadcast; we need this information for our reports to Teacher Corps Washington, U.S. Office of Education. A copy of the Teacher Corps fact sheet is enclosed in order to help give you an idea of the audience we are trying to reach.

Your assistance in this matter is greatly appreciated.

Sincerely,

RCTR Director

Enclosures:

TEACHER CORPS PUBLIC SERVICE ANNOUNCEMENT SPOTS

30 SECOND SPOTS

Many young boys and girls in low-income communities throughout the United States need your help. All too often frustrations and disappointments are causing young people to drop out of school and reject what the school has to offer. Teacher Corps is trying to find ways to make school more interesting and meaningful for our young people. If you have a bachelor's degree and would like to help while you receive tuition-free college study and $150.00 each week, contact the RCTR Center, Teacher Corps Recruiting, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

********** **********

What is it about school that turns so many young boys and girls off? Teacher Corps is trying to find out, and do something about it. Maybe you can help! If you have a bachelor's degree, you can earn a tuition-free master's degree in education plus $150.00 each week while you help make school more meaningful for students in one of a number of low-income communities in the United States. For more information write: Teacher Corps Recruiting, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

20 SECOND SPOTS

Millions of young boys and girls in schools in low-income communities need your help. If you have a bachelor's degree and would like to help while you receive tuition-free college study and $150.00 each week write: Teacher Corps Recruiting, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

10 SECOND SPOTS

It all starts in the classroom. Help get young boys and girls off to a good start while you earn tuition-free college study, plus $150.00 each week. For information write: Teacher Corps Recruiting, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

20 SECONDS

Teacher Corps is looking for graduate students to train to teach in inner-city schools, in rural migrant areas, and on Indian reservations. You get tuition-free college study plus one hundred and fifty dollars a week. For information write: Teacher Corps RCTR Center, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

20 SECONDS

College graduates can perform a valuable service in low-income area schools while they receive tuition-free college study leading to teacher certification, plus one hundred and fifty dollars per week as a Teacher Corps Intern. For more information write: Teacher Corps RCTR Center, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

20 SECONDS

Would you like to help yourself while you help others? If you are a college graduate you can receive tuition-free college study plus one hundred and fifty dollars per week while being trained to teach boys and girls in schools in low-income communities. Find out what you can do to help. Write Teacher Corps RCTR Center, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

20 SECONDS

Millions of young boys and girls in school in low-income communities need your help. If you are a college graduate and would like to help while you receive tuition-free college study and one hundred and fifty dollars each week, write: Teacher Corps RCTR Center, 1025 Vermont Ave., N.W., Suite 1005, Washington, D.C. 20005.

SAMPLE NEWSPAPER ADVERTISEMENT FOR RECRUITMENT

Teacher Corps recruiters will be in town on _____. If you have a bachelor's degree, you can earn a tuition-free master's degree in education and $150.00 each week while helping to strengthen the educational opportunities for low income children. Call _____ between_____.

Descriptive Program Listing

1979 Projects

TEACHER CORPS

NEW YORK
STATE

NAME OF PROJECT: Teacher Corps/'79 Bilingual Teacher Corps
City College of New York

ADDRESS: Intermediate School 184
778 Forest Avenue
Bronx, NY 10456

DIRECTOR (or chief contact person) : Ms. Mirian Acosta

TITLE : Director PHONE: (212) 926-6225

PRESERVICE (for interns) BEGINS: June 1, 1980

SERVICE AREA: URBAN X RURAL ___

ETHNIC BACKGROUND OF CHILDREN SERVED: 70% Hispanic, 30% Black

GRADES SERVED: K-12

SPECIAL LANGUAGE PROFICIENCY: Spanish-English (functional)

OTHER SPECIAL REQUIREMENTS: Knowledge of hispanic culture,
Bi-lingual education

PROGRAM DESCRIPTIONS: Bi-lingual and multi-cultural

CERTIFICATION LEVEL EARNED (by intern): Secondary

ACCEPTABLE MINIMUM GRADE POINT AVERAGE: 3.0

ACADEMIC BACKGROUND PREFERRED: Math, Science, background secondary

DEAN: Dr. Arnold Webb

SUPERINTENDENT: Dr. Carmen Rodriguez

SITE SCHOOLS SERVED	Ele/Mid/High	Principal
P.S. #5	Elementary	Mr. Jose Graziano
IS #184	Middle	Mr. Juan Sonsloca
South Bronx High	High	Ms. Sonia Rivera

OTHER INFORMATION: Transcript with application is required.

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APPENDIX B

Application and Referral Samples

APPENDIX B

Application and Referral Samples

Appendix B contains sample letters, materials, and forms used by the RCTR Centers in regard to the intern application, referral, and transmittal procedures. While these samples are used primarily by the RCTR Centers in responding to and processing applications, they could be adapted for local project use. The following samples are included:

- Sample letters
  - Response to individual inquiry
  - Application received and processed
  - Application received, additional information needed
  - Application not processed, no bachelor's degree
  - Application not processed, previous teaching experience
  - Application not processed, past due date
- Teacher Corps Fact Sheet
- Application for Teacher-Intern Position
- Teacher Corps Reference Form
- Teacher Corps Application Summary

Log Number: _____

Dear Applicant:

Thank you for your application for Teacher Corps service. Your application log number is above and should be referred to in any further correspondence with us or with funded projects. Applications are filed according to log numbers and are easily retrieved if the number is included in all correspondence with this office.

Training for Program '79 projects will begin in early summer of 1980. You will receive a listing of all funded projects prior to selections. This list will enable you to contact any project you wish, for which you qualify, letting them know that your application is on file in this office. The fact that you have applied to our office means that we will refer your application to any and all projects in your area of preference for which you qualify.

Actual selection of interns takes place at the local project level. This means that Teacher Corps interns are selected by the local projects and not by Washington staff or RCTR center personnel. Only the local project selection panels can make an official decision as to who will serve in their schools and communities. As a general rule, however, project officials usually give preference to candidates whose background and experience are similar to those of the children in the schools served by the local Teacher Corps project.

Again, we appreciate your interest in Teacher Corps. Please do not hesitate to contact us if you feel we can be of assistance to you.

Sincerely,

RCTR Director

Log Number: _____

Dear

Thank you for your application for Teacher Corps service. In order to refer your application, we will need additional clarification on the following item(s).

_____

A copy of the item(s) of your application is enclosed for your guidance.

Please provide the additional information on the bottom portion of this letter. If additional space if required, complete your information on the reverse side.

A return envelope is enclosed for your use. Please reply as soon as possible, as your application can not be referred until we hear from you.

Sincerely,

RCTR Director

Dear Inquirer:

Thank you for your interest in Teacher Corps and your request for materials regarding this program.

Changes in the Teacher Corps legislation provide for five-year project funding with internships during the second and third years of the project. Recruitment of interns will take place during the first year of a project's five year funding period; selection for projects funded in 1979 should occur in the Spring of 1980, three months prior to the beginning of the second school year of the project.

Enclosed are application forms, a fact sheet, and general information.

Again, we appreciate your interest in Teacher Corps. Please do not hesitate to contact us at the address below if we can be of further assistance to you.

Sincerely,

RCTR Director

Dear Applicant:

Thank you for your interest in Teacher Corps and for your application to serve as a teacher-intern. Your application does not indicate, however, that you now have a baccalaureate degree or that you will receive one by your availability date.

Paragraph 172.48 of the Teacher Corps regulations states that:

> "Training for teacher interns who do not have a bachelor's degree may be at the undergraduate level."

Although this indicates funding or undergraduate programs which require at least sixty (60) transferable semester hours for entrance, we do not have official notice of such projects at present.

Unofficially, your chances of being selected for one of these projects, which will probably be very limited in number, are at best very slight.

Again, we appreciate your interest in Teacher Corps and hope that you will contact us at the address below if we can be of further assistance to you.

Sincerely,

RCTR Director

Dear

Thank you for your recent inquiry concerning Teacher Corps service. We appreciate your interest in the program; however, we must regretfully inform you that you cannot be considered for service this year.

Current Teacher Corps policy stipulates that intern applicants with any teaching experience other than practice teaching are ineligible for Teacher Corps. Therefore, in view of your experience, we cannot invite you to apply for service in the program.

Again, thank you for your inquiry. Please contact us at any time you feel we can be of assistance to you.

Sincerely,

RCTR Director

Log Number:_____

Dear Applicant:

Thank you for your application for Teacher Corps service. Your application log number is above, and should be referred to in any further correspondence with us. Applications are filed according to log number and are easily retrieved if the number is included in all correspondence with our office.

We regret that your application was received too late to be considered for the Program '79 corpmember training period, beginning in 1980. Projects have made, or are in the final stages of intern selection, and are no longer accepting applications.

Your interest in Teacher Corps is appreciated and we hope you will contact us at any time that you feel we can be of assistance to you.

Sincerely,

RCTR Director

APPENDIX C

Sample Project Announcements for Internship

APPENDIX C

Sample Project Announcements for Internships

The enclosed samples of internship announcements were developed by individual Program '78 Teacher Corps Projects. The samples are provided as examples of the kinds of flexibility a project has in developing and circulating information in reference to the recruitment of interns.

PROJECT ROOTS
TEACHER CORPS
Retraining Outcomes &
Organizational Theory in Schools

January 8, 1979

ANNOUNCEMENT OF
TEACHER CORPS INTERNSHIPS

PROJECT ROOTS
(Retraining Outcomes and Organizational Theory in Schools)

Project ROOTS, a training complex involving New York University's School of Education, Health, Nursing, and Arts Profession, Community School District 13, and Boys and Girls High School in Brooklyn, New York, and funded by Teacher Corps Office of Health, Education and Welfare announces the availability of four internships. The internships of two-year duration will lead to the following:

1) Provisional certification in either elementary or secondary education.

2) M.A. degree.

3) Expansion of personal and professional options in areas selected by the participant for opportunity to gain field-based community experiences in culturally diverse, large urban areas.

4) A stipend of $150.00 per week, plus health insurance and other fringe benefits.

5) Free tuition.

A. TRAINING PROGRAM: The intern training program includes University course work, field work in the Bedford Stuyvesant Community and target schools, and participation in Teacher Corps activities. When the interns arrive in June, they will enroll in a specially designed module, Orientation to School and Community. At the same time, they will meet with University advisors to select a two-year program of study leading to a master's degree and provisional certification at the elementary or secondary level. They may specialize in a number of areas: social studies, bilingual studies, mathematics and science, art, music, or physical education.

New York University
School of Education, Health,
Nursing & Arts Professions

Washington Square, New York 10003
(212)598-2705
(212)598-2706

Community School District 13
New York City Board of Education

B. *QUALIFICATIONS: Candidates for the Project ROOTS Internship should:

1. be liberal arts graduates (or college graduates not trained or experienced in education) who meet New York University grduate admissions requirements;

2. provide evidence of a commitment to teaching low-income children, or community organizations;

3. present high recommendations from previous employers or professors;

4. be free to make a two-year commitment to Project Roots;

5. be willing to teach in the Bedord Stuyvesant area after completion of program.

*Project ROOTS is specifically interested in receiving applications from the handicapped and from residents of the Bedford Stuyvesant Community.

C. DATES: From January 8 to March 5, 1979 Project ROOTS will actively seek applicants interested in a two-year internship program.

Announcement of the four successful candidates will be made April 1, 1979.

Internships will begin June, 1979, and end June, 1981.

D. APPLICATION: May be obtained at the following offices:

Principal, I.S. 258
141 Macon Street
Brooklyn, NY 11216

Principal, P.S. 305
344 Monroe Street
Brooklyn, NY 11216

Principal
Boys and Girls High School
1700 Fulton Street
Brooklyn, NY 11213

Secondary Education Program
New York University
635 East Building
239 Green Street
New York, NY 10003

Office of the Superintendent
Community School District #13
44 Court Street
Brooklyn, NY 11201

Recruitment and Community
Technical Resource Center
Teacher Corps/Howard University
Suite 1005
1025 Vermont Avenue, N.W.
Washington, D. C. 20005

All applications must be returned by March 5, 1979 to:

Dr. LaMar P. Miller
Director, Project ROOTS
New York University
635 East Building
New York, NY 10003

PROJECT ROOTS

TEACHER CORPS
Retraining Outcomes &
Organizational Theory in Schools

January, 1979

Dear Applicant:

Thank you for taking an interest in Project ROOTS. To complete your application process:

1. a) fill in the four-page form

   b) respond to the following:

      Why do you want to join the Teacher Corps? To guide you in answering this question consider and discuss the following: (A) What special abilities do you have which you feel will help the Teacher Corps meet its objectives? (B) What do you hope to gain from your Teacher Corps training?

   c) list six references and include:

Name	Why he/she knows you
Address	Occupation
Telephone	Name of Employer

   d) return the three items to:

      Dr. LaMar P. Miller
      Director, Project ROOTS
      New York University
      635 East Building
      New York NY 10003

2. Request that an official copy of your transcript be sent immediately to the office of Dr. LaMar P. Miller. All applications must be postmarked by March 5, 1979.

New York University
School of Education, Health,
Nursing & Arts Professions

Washington Square, New York 10003
(212)598-2705
(212)598-2706

Community School District 13
New York City Board of Education

instructions

1. Read instructions for each question.
2. Print or write answers clearly in dark ink or use typewriter.
3. Leave no item blank. Write None or NA (not applicable) as appropriate.

---

1. Date Available for Training _____ Log # _____
   (Month, Day, Year) *(leave blank)*

2. Your Name _____
   (Please Print) *(last, first, middle initial)*

3. Current Address _____ → Until (date)
   (Number, Street, City, State, and Zip Code)

4. Permanent Address _____
   (Number, Street, City, State, and Zip Code)

5. Telephone — Area Code — Number
   (1) Present _____ _____
   (2) Permanent _____ _____

6. Age _____ 7. Sex _____ 8. Marital Status _____ 9. Dependent Children
   Number _____ Ages _____

10. U.S. Citizen (1) Yes ☐ (2) No ☐ If "No", complete item 11.

11. Have you applied for United States citizenship? (1) Yes ☐ (2) No ☐
    If "Yes", date expected _____ If "No", indicate type of visa _____

12. Is your spouse also applying for Teacher Corps service? (1) Yes ☐ (2) No ☐
    (Husband and wife Corps Members must serve in the same project)

13. Racial Group _____ (This information will assist local programs in selecting racially balanced teams. However, you need not answer this question.)

14. LIST COLLEGES OR UNIVERSITIES ATTENDED *(Include junior colleges, trade, and technical schools.)*

NAME OF SCHOOL (Most recent first) a	LOCATION (City and state) b	DATES ATTENDED (Month and year) FROM c	TO d	CHECK ONE FULL-TIME e	PART-TIME f	TYPE OF DEGREE RECEIVED OR EXPECTED, AND DATE RECEIVED OR EXPECTED DEGREE RECEIVED g	DEGREE EXPECTED h	DATE (Month and year) i	MAJOR FIELD j	MINOR FIELD (If any) k
(1)										
(2)										
(3)										
(4)										

15. Have you served on active duty with the United States Armed Forces: (1) Yes ☐ (2) No ☐
(If "Yes", give period of active duty.) From _____ to _____
(Month Day Year) (Month Day Year)

16. If you have served on active duty, were you Honorably Discharged? (1) Yes ☐ (2) No ☐
(If "No", specify type of discharge and briefly describe circumstances under item 46.)

17. Are you now or have you ever been employed as a teacher? (1) Yes ☐ (2) No ☐
(If "No", skip to item 25)

18. Length of experience (1) Full-time _____ or _____; (2) Part-time _____ or _____
(Years) (Months) (Years) (Months)

19. Name and address of supervisor of your most significant teaching assignment. _____

_____

20. Do you hold or expect to receive a standard teaching certification in any state? (1) Yes ☐ (2) No ☐
(If "No", skip to item 28)

21. Date granted or expected _____ 22. State in which granted or expected _____

23. Is your undergraduate major in education? (1) Yes ☐ (2) No ☐

24. Is your undergraduate minor in education? (1) Yes ☐ (2) No ☐

25. Number of semester hours in education you will have completed by your availability date _____

26. Do you think you can pass a standard physical examination? (1) Yes ☐ (2) No ☐
(If "No", describe what limitations your health problems impose on normal activity.)

27. Have you been convicted by Federal, State, Military, or other law enforcement authorities of any violation of the law other than: (1) traffic violations for which a fine of $30.00 or less was assessed; or (2) any offense committed before your 21st birthday which was finally adjudicated in a Juvenile Court or under a youth offender law? Yes ☐; No ☐. (If "Yes", explain in a separate sealed letter marked "Legal Confidential" addressed to the Director of the Center for Recruitment and Referral to which you are sending this application [or to the Director of the Individual Teacher Corps project if you are applying to an individual project).)

28. Grade level of children you will serve (check all that apply). (1) ☐ Kindergarten (2) ☐ Grades 1-6 (3) ☐ Grades 7-9 (4) ☐ Grades 10-12 (5) ☐ No Preference. Grade level you would prefer _____

29. Have you lived or worked in a low income area or community? (1) Yes ☐ (2) No ☐
(If "Yes", complete 37A and 37B)

A. Lived _____ (from) _____ (to) Worked _____ (from) _____ (to)

B. Show applicability of experience to Teacher Corps service, if any. _____

_____

_____

30. A. Have you served in the Peace Corps? (1) Yes ☐ (2) No ☐
(If "Yes", describe experience under item 46 or in your employment record.)

B. Have you served in VISTA? (1) Yes ☐ (2) No ☐
(If "Yes", describe experience under item 46 or in your employment record.)

31. Do you speak a second language (include American Indian dialects) fluently? (As well, or almost as well, as English or your native tongue.) (1) Yes ☐ (2) No ☐
(If "Yes", specify language or languages.) _____

32. Have you been active in unpaid work (full or part time) with community, school, or other service organizations? (1) Yes ☐ (2) No ☐ (If "Yes", list below. Under item 46 show applicability of experience to Teacher Corps service, if any.)

NAME OF ORGANIZATION, CITY AND STATE 1	TASK OR ASSIGNMENT 2	PLACE OF ASSIGNMENT 3	DATES (Mo. & Yr.) FROM 4	DATES (Mo. & Yr.) TO 5

33. Have you been a member of civic, welfare, school, college, or social groups. (1) Yes ☐ (2) No ☐
(If "Yes", list below. Under item 46, show applicability of experience to Teacher Corps service, if any.)

NAME OF ORGANIZATION (Do not abbreviate) 1	HIGHEST OFFICE OR POSITION (If any) 2	NATURE OF ORGANIZATION 3	DATES OF MEMBERSHIP FROM 4	DATES OF MEMBERSHIP TO 5

34. Can you coach or direct any of the following: Baseball, Basketball, Football, Swimming, Track, Art, Dramatics, Music, Handicrafts, Camping? (1) Yes ☐ (2) No ☐ (If "Yes", circle appropriate activity.)

35.

Dates of employment (month, year) From To	Exact title of position			
Salary or earnings Starting $ per Final $ per	Avg. hrs. per week	Place of employment City: State:	Number and kind of employees supervised	Kind of business or organization (manufacturing, accounting, insurance, etc.)
Name and title of immediate supervisor	Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)			
Area Code and phone No. if known				
Reason for leaving				
Description of work				

Dates of employment (month, year) From To	Exact title of position			
Salary or earnings Starting $ per Final $ per	Avg. hrs. per week	Place of employment City: State:	Number and kind of employees supervised	Kind of business or organization (manufacturing, accounting, insurance, etc.)
Name and title of immediate supervisor	Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)			
Area Code and phone No. if known				
Reason for leaving				
Description of work				

Dates of employment (month, year) From To	Exact title of position			
Salary or earnings Starting $ per Final $ per	Avg. hrs. per week	Place of employment City: State:	Number and kind of employees supervised	Kind of business or organization (manufacturing, accounting, insurance, etc.)
Name and title of immediate supervisor	Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)			
Area Code and phone No. if known				
Reason for leaving				
Description of work				

Dates of employment (month, year) From To	Exact title of position			
Salary or earnings Starting $ per Final $ per	Avg. hrs. per week	Place of employment City: State:	Number and kind of employees supervised	Kind of business or organization (manufacturing, accounting, insurance, etc.)
Name and title of immediate supervisor	Name of employer (firm, organization, etc.) and address (including ZIP Code, if known)			
Area Code and phone No. if known				
Reason for leaving				
Description of work				

ANNOUNCEMENT OF TEACHING INTERN AWARDS

The Teacher Corps project at Arlington School District and Western Washington University announce the availability of four internship awards for initially (provisionally) certificated teachers interested in working in a school district - community - university program designed to (1) improve the school climate, (2) enhance learning opportunities for all students, (3) implement a multicultural education curriculum, and (4) demonstrate in a field situation a model for implementing new state requirements for the Continuing Certificate.

When:	June 1, 1979 - August 1, 1979	Interns are involved in community education activities in Arlington and attend a national corpsmember training institute, location to be announced. Some graduate or continuing certificate courses may also be completed at Western Washington University.
	September 1, 1979 - June 15, 1980	Interns are assigned to the Arlington High School to work extensively with the faculty on the development of programs to enhance educational opportunities for students. Interns are also equally involved in community education activities and an academic program of graduate study.
	Summer 1980	Interns continue their involvement in community education activities in Arlington and their graduate program.
	School year 1980-81	Interns work intensively in one area in school program development and related community activities and academic graduate program.

Where: Program site is the Arlington School District. Interns will be assigned to the Arlington High School. Arlington is a rural community located midway between Seattle and Bellingham. The high school student population is 815.

Outcomes for Interns: A master of education degree
One year credit toward the experience requirement of Continuing Certificate.
Academic portion of Continuing Certificate completed (Fifth Year).
Preference for jobs in Arlington at end of program.

Eligibility:

Candidates must have earned a bachelor's degree from a recognized four-year institution, or be within 2 or 3 courses (8-10 credits) of receiving a BA degree and be able to complete these courses by Summer 1979.

Candidates must have completed student teaching at the secondary level.

Candidates must have received initial certification (Provisional) by end of Summer 1979.

Candidates may not have had any contracted teaching experience. Substitute teaching experience is acceptable.

Candidates should have academic background in the standard high school speciality areas.

Candidates should have the following professional and personal experiences and skills:

1. Excellent oral and written communications skills.
2. Experience and ability in dealing with people in a variety of ways.
3. Wide on-the-job experience outside of education.
4. Interest in or experience with school climate, alternative programs such as career or vocational education, gifted, and "turned-off" students.
5. Experience in community affairs and organizations (4-H, Scouting, Red Cross, etc.)

Stipend and Benefits:

$150 per week plus $15 per week per dependent (taxable)
Tuition costs at Western Washington University
Medical/health insurance
Allowance for travel expenses and instructional materials

Application Procedures:

A. All application materials should be sent to:

Dr. Herb Hite, Director
Teacher Corps

Western Washington University
Bellingham, WA 98225

(phone: 206/676-3313)

B. Candidates should submit a letter of application containing the following information:

1. Address and telephone number where the Candidate can be reached or message left.

2. Any relevant information the Candidate feels would be helpful to the selection committee and relevant to the two-year Teacher Corps program.

C. Candidates should have official copies of transcripts from all colleges and universities they have attended forwarded to Dr. Hite. Transcripts will be used to evaluate eligibility for admission to the WWU Graduate Program.

D. References (choose either 1 or 2):

1. Candidates may forward a copy of their Placement File, OR

2. Candidates should request three letters of reference, one from a college or university professor, one from their cooperating teacher or other public school person, and the third from another person of the candidates' choice.

E. Deadline for application is April 6, 1979.

Selection Procdures:

1. Western Washington University screens applicants for eligibility and forwards lists of eligible candidates to the Arlington Intern Selection Committee.

2. Candidates selected for interview will be notified by April 23, 1979.

3. Interviews will be scheduled for the first two weeks in May, 1979.

4. Candidates will be notified of the committee decisions by May 14, 1979.

5. Candidate's deadline for accepting award is May 28, 1979.

6. Candidates report to program June 11, 1979.

WESTERN WASHINGTON UNIVERSITY AND ARLINGTON SCHOOL DISTRICT ARE EQUAL OPPORTUNITY EMPLOYERS.

JOIN TEACHER CORPS

We need persons who would like to help train and teach troubled youth (mostly Black and Chicano) in low socioeconomic inner-city schools.

You qualify if you have a Bachelor's Degree (or will receive one by May, 1979) and have *no* teaching experience (student teaching and substitute teaching are acceptable).

YOU GET:

2 years of college-tuition free
A Master's Degree in Education
Teacher certification
$150.00 per week
$15.00 for each dependent

The program is sponsored jointly by the Dallas County Juvenile Department, Dallas Independent School District and North Texas State University.

APPLY TO: Teacher Corps
2200 Dennison
Dallas, TX 75212
(214) 630-0586

APPLICATION DEADLINE: MARCH 9, 1979

INTERESTED IN BECOMING A TEACHER

TEACHER CORPS, California State College Stanislaus has a program for you . . .

MAJOR FEATURES:

- 2 year paid internship
- leads to teaching credential
- community involvement
- variety of teaching approaches

REQUIREMENTS:

- B.A. degree
- liberal studies major preferred
- 3.0 grade point average
- commitment to a tough, but rewarding 2 year program

APPLICATION DEADLINE: April 20, 1979

(Write to address below for an application)

California State College, Stanislaus
Teacher Corps Internship Program
1525 Pacific Avenue
Stockton, California 95204
Telephone: (209) 944-4103

_____ _____
(name) (telephone)

_____
(address)

_____
(city) (state) (zip)

Western Center for Recruitment and Community Technical Resources
Teacher Corps
William C. Hill, Director
Univ. of S. Cal.
Denney Building, Suite 330
Los Angeles, CA 90007
(213) 741-8572

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Teacher Corps
Nancy Bonney, Director
University of Georgia
337 South Milledge Avenue
Room 209 · Butler Building
Athens, Georgia 30605
(404) 542-5862

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Copies of this manual are available from all four centers.

WESTERN MIDWESTERN
EASTERN SOUTHEASTERN

RCTR

Recruitment and Community
Technical Resource Centers

The Recruitment and Community Technical Resource Centers work directly with the following Teacher Corps personnel in Washington:

John Minor, Director
Velma Robinson, Recruitment and Community Technical Resource Centers Program Monitor

Mailing Address:
Teacher Corps
U. S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472-2583

Location:
Teacher Corps Washington
Donahoe Building
400-6th Street
Washington, D.C. 20202